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ABSTRACT

The first 38 pages of the document describe the project designed to develop a coordinated, comprehensive system to deliver community services and continuing education services throughout Maryland higher education institutions. Discussed are project objectives, operations, and accomplishments, the final evaluation summary, the impact on the community, the prior history of the project, faculty involvement, and student involvement. The remainder of the document consists of 14 appendixes: needs assessment instruments and summary of needs assessment questionnaire, attendance at committee meetings, management program materials and evaluation of management programs, evaluation of proposal writers institute, case studies for promoting and publicizing programs and evaluation of promoting and publicizing programs, evaluation of the conference on the Continuing Education Unit, program planning workshop materials and evaluation of the program planning workshop, evaluation seminar materials and evaluation of the evaluation seminar, summary of data from Statewide Conference on the Future of Community Services and Continuing Education, instrument and summary of overall project evaluation, rosters and lists of project program participants, photo essay and brief report on the project, schematic conceptualization and planning line of the project, and sample promotional flyers for project programs. (JP)

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TITLE I, HEA FINAL PROJECT REPORT

PART A:

1. Project Title: Maryland Statewide Project to Strengthen Community Service Programs in Institutions of Higher Education

2. Location of Project: State of Maryland

3. Primary Institution of Higher Education: University of Maryland University College
Conferences & Institutes Division
University Blvd. at Adelphi Road
College Park, Maryland 20742

4. Cooperating Institutions of Higher Education: Higher Educational Institutions in State

5. Project Director: Dr. John H. Buskey
Director
Conferences and Institutes Division
University of Maryland University College
University Blvd. at Adelphi Road
College Park, Maryland 20742

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PROJECT STAFF

Project Director

Dr. John H. Buskey, Director
Conferences & Institutes Division
University of Maryland University College
College Park, Maryland 20742

Assistant Project Director

Dr. David E. Hartl, Assistant Director
OPD, C and I Division
University of Maryland University College
College Park, Maryland 20742

Project Coordinator

Ms. Janet Davis, Project Coordinator
CS/CE Project, C & I Division
University of Maryland University College
College Park, Maryland 20742

PROJECT ADVISORY COMMITTEE

Dr. A. June Bricker
Department Head and State Leader
Home Economics
Cooperative Extension Service
University of Maryland
College Park, Maryland 20742

Dr. Thomas E. Florestano
Dean of Evening & Community Instruction
Prince George's Community College
301 Largo Road
Largo, Maryland 20028

Mr. Howard S. Geer
Dean, Community Services
Montgomery College
Rockville, Maryland 20850

Dr. Keith E. Glancy
Director of the Division of Special Programs
Evening College
The Johns Hopkins University
Baltimore, Maryland 21218

Mr. James L. Oates
Director of Continuing Education and Community Services
Catonsville Community College
Catonsville, Maryland 21218

Dr. Frederick F. Otto
Dean of Community Services
Hagerstown Junior College
Hagerstown, Maryland 21740

Dr. Beryl W. Williams
Dean, Center for Continuing Education
Morgan State College
Baltimore, Maryland 21239

MARYLAND STATEWIDE PROJECT TO STRENGTHEN COMMUNITY SERVICES
AND CONTINUING EDUCATION PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION

7. INTRODUCTION AND COMMUNITY PROBLEM

There are approximately 40 institutions of higher education in the state of Maryland. Many of these institutions offer some form of continuing education service to the people of the state. The size and complexity of these services range widely from small programs serving only immediate local areas to large programs serving major portions of the state. Among institutions there is often duplication of programs for similar clientele, and there are overlapping geographical service areas. Concern about these matters has been expressed at many official and unofficial gatherings within the state during the past two or three years.

Compounding many of these problems is the lack of information about programs other institutions are offering, and the problems related to inexperienced or untrained personnel. The need for financial support is a continuing problem to all institutions.

There has been no statewide, coordinated effort in continuing education of either a formal or informal nature. Institutions often undertake new programs without knowledge of other institutions' interest or experience with the same clientele or program area. Because of this situation, institutions often feel they are competing against one another, rather than serving a common need.

Thus, the Maryland Statewide Project was designed in order to develop a coordinated, comprehensive and well-trained system to deliver community services and continuing education services through Maryland higher education institutions.

8. OBJECTIVES OF THE PROJECT

At the inception of the Project, 14 specific objectives were articulated. These 14 objectives served as the basis for developing a needs analysis survey and for priority setting by the Project Advisory Committee. The original objectives are listed here.

1. To develop a systematic process by which institutions can maintain records and easily retrieve comparable information on populations currently being served.

2. To develop a systematic, yet simple and cost effective, process for analyzing the demographic characteristics and educational needs of the population in specific geographical areas which can be shared among institutions serving that region or area.

3. To train community service and continuing education personnel in the use and implementation of the systems developed.

4. To develop a system for sharing program information among and between institutions serving specific geographical areas.

5. To provide activities and systems which will bring together community services and continuing education personnel for sharing of information and problem-solving.

6. To acquire information on operation and capabilities of various delivery systems.

7. To examine the possibilities of developing some kind of coordinated and cooperative delivery system(s) for the state or various geographical areas of the state.

8. To acquire skills in program development for adults.

9. To acquire skills in management and administration of the adult education enterprise.

10. To acquire an understanding of the broad field of adult education.

11. To acquire skills in proposal writing and fund raising for community service projects and programs.

12. To acquire skill in evaluating adult education programs.

13. To develop a classified bibliography of general materials which deal with various aspects of adult education.

14. To develop a bibliography on research that is directly relevant to the concerns of Maryland community service and continuing education problems.

9. PROJECT OPERATIONS

Within the framework of the objectives indicated above, the Project Advisory Committee made a major attempt at setting priorities for action under the aegis of the Project. In December of 1973 the Project convened a statewide conference on community services and continuing education for the purpose of administering a need diagnosis questionnaire and discussing the priorities on which the Project should focus within the framework of the Project objectives.

The data collected from the questionnaire and the discussion held at this statewide conference provided the basis for two major conclusions which were determined by the Project Advisory Committee.

a. No major commitment of time or funds should be made through this Project to formalize a statewide data collection and retrieval system at this time. The complexity and variety of the systems used for record keeping and data retrieval in institutions of higher education concerned with community services and continuing education indicate major incompatabilities between and among such systems. Responses to the questionnaire and in the discussion indicated a lack of commitment from the various participating institutions to contribute to and utilize a statewide record keeping information system should it be developed.

b. Major efforts should be expended through the Project in the development and conduct of professional in-service training activities in response to the priority needs expressed by the community services and continuing educational professional staff from the institutions of higher education via the questionnaire and the discussion at the statewide conference. Those participants indicated a priority ranking of in-service training topics which formed the basis for program planning by the Advisory Committee on behalf of the statewide Project. (A summary of the ranking of topics is found in Appendix A.)

In addition to the need diagnosis questionnaire and the conference, several additional surveys were taken during the course of the Project to determine emerging priority issues and topics that were important to participants in the Project activities. The Advisory Committee met several times throughout the course of the Project to review emerging data and continuously give guidance for Project activities. (See Appendix B for a listing of the dates of Advisory Committee and program planning committee meetings.)

In addition to the in-service training activities developed by the Project, several special task forces were also convened to work on specific objectives identified in the Project proposal and given priority by the Project Advisory Committee. Each of the specific in-service training activities and the task forces mentioned above are described in detail later in this report.

The Project proposal, in its original form, did not include the position of Project Coordinator. However, as the professional in-service training agenda and the areas for the operation of task forces became clear, it was

recommended by the Project Director and approved by the Project Advisory Committee, and the Title I funding agency, that a Project Coordinator position be established to facilitate the operation of the various activities being scheduled by the Project. This position was filled on July 1, 1974 by Ms. Janet Davis who continued with the Project through April 30, 1975.

In close cooperation with the Project Advisory Committee, the Project scheduled and conducted a series of activities which acted on the priorities determined by the Advisory Committee and the needs as expressed by both the Advisory Committee and members of the target constituency for the Project. These activities are described below.

Project Activities

The Project conducted nine conferences and training programs throughout the Project period. These programs varied from 1 to 2.5 days in length, in addition to 1 five-week training program which met 2 and 1/2 hours per week. Two-hundred and twelve persons attended these programs representing 36 institutions of higher education within the State of Maryland and staff from 10 other organizations.

In addition, several ad hoc task forces and planning committees were organized throughout the year for the purpose of developing the goals and objectives of the Project. At least 292 hours of voluntary efforts involving over 32 different individuals were contributed to these ad hoc activities.

Below is a summary of each major Project activity:

A. Statewide Conference on Community Services and Continuing Education - December 6, 1973. Fifty-four participants from 25 institutions of higher education in Maryland attended this

one-day conference which was designed both to acquaint participants with the Maryland CS/CE Project and to secure information from participants related to the goals of the Project. During this program a climate of sharing and joint problem-solving and decision-making was encouraged along with the development of a sense of participation in and commitment to the goals of the Project. Two information questionnaires were distributed and completed by the participants to ascertain: (1) their priorities regarding special training and professional activities that may be offered through the CS/CE Project; (2) the record keeping systems presently employed by Maryland CS/CE divisions. A statistical summary report of the data was compiled, distributed to the participants and used by the Advisory Committee to plan for the subsequent direction of the Project. Copies of the instruments and a summary of the results may be found in Appendix A.

B. Managing the Community Services/Continuing Education Enterprise - May 15 and 16, 1974. The topical area of management was ranked 7th of 26 items by the participants who attended the December 6 conference and as a result this workshop was developed. Thirty-four participants from 15 higher education institutions and 2 related agencies attended this 2 and 1/2 day session. The 3 major purposes for the workshop were:

(1) To help participants acquire an understanding of the essential functions of managing an education program.

(2) To help participants begin to apply management concepts to specific circumstances of the community services/ continuing education enterprise.

(3) To help participants dialogue with colleagues in the community service/continuing education field about effective techniques for management.

Materials used in this workshop may be found in Appendix C Both an evaluation of the workshop and an information questionnaire on possible future programming in management were administered. The results of the evaluation are discussed in section 10. Copies of the instrument and a summary of the results are also included in Appendix C.

C. Proposal Writer's Institute - June 5 and 6, 1974 at the Baltimore Hilton Hotel. Sixteen participants from 9 higher education institutions attended this two-day institute which had been ranked sixth in priority of topics. The focus of the institute was on the basic principles of locating funding sources, preparing and evaluating proposals from a program development point of view, budgeting proposals, the legal obligations involved in accepting and executing projects, contract and grant terminology, and relationships between funding agencies and institutions. In addition, a notebook of printed materials was distributed to the participants. An evaluation of the program was also conducted. This instrument and a summary of the results are included in Appendix D.

D. Promoting and Publicizing Programs - June 25 and 26, 197 . The topic of promoting and publicizing community services and continuing education programs rated as the number one priority item for professional development. Consequently, a 2 and 1/2 day workshop

was designed to at least initiate some training and sharing of information regarding this extensive topic. The purposes of the workshop were stated as follows:

(1) To examine and clarify the role of promotion and publicity in a community services and continuing education program.

(2) To develop and discuss a comprehensive 5-point program promotion model.

(3) To enable participants to "compare notes" on their promotional successes and failures.

Thirty-six participants from 12 higher education institutions in Maryland attended the conference. The participants were asked to indicate their interest in and commitment to subsequent programming related to promotion. The evaluation instrument and the summary of results is in Appendix E.

E. Conference on the Continuing Education Unit - July 10, 1974 at Catonsville Community College. Since the use of the C.E.U. within higher education institutions is becoming an increasingly important issue for CS/CE personnel, and since the Advisory Committee had as one of its members an extremely knowledgeable member of the National Task Force on the Continuing Education Unit, Dr. Keith E. Glancy, this conference was developed. A planning committee of eight persons representing several institutions designed the program with the following objectives:

(1) To present an introduction to the concept of the Continuing Education Unit (C.E.U.).

(2) To provide an opportunity for participants to clarify their understanding of and to ask questions about the C.E.U.

(3) To explore possible applications of the C.E.U. to the community services and continuing education enterprise.

(4) To consider some issues and problems related to the use of the C.E.U.

The committee hoped that participants would gain sufficient understanding of the C.E.U. to launch their own detailed study of its application within their own institutions. Fifty-eight participants representing 19 Maryland higher education institutions and four related agencies and institutions attended the program. An evaluation and future programming survey were conducted and summarized and are included in Appendix F.

F. Program Development and Planning Workshop - October 22, 1974. Throughout the Project, there was a continuous reexamination of the priorities and needs for professional development by the Advisory Committee. In a number of different inputs, the topic of program planning surfaced as an important area for training and development. Hence, a planning committee was formed to design this workshop. The workshop goals emerged as follows:

(1) To identify and discuss the most important areas of program development and planning for which decisions must be made.

(2) To develop and share as many guidelines for improving the quality of program decisions as possible in the time available.

(3) To document those guidelines so that others can share in the learning of the workshop participants.

(4) To become increasingly effective and confident in what we know about good programming and applying that knowledge to making program decisions.

Thirty-eight participants representing 16 different institutions attended this 1-day workshop. Four discussion leaders facilitated the small group format. These groups, in turn, developed a document of guidelines for program planning which the program leader then consolidated for dissemination. A copy is included in Appendix G. An evaluation of the program was also administered. The instrument and the summary of results are also in Appendix G.

G. Seminar on Evaluation in the Planning Process - October 23, 1974. Thirty-one participants from 14 institutions of higher education attended this 1-day seminar which was designed to complement the content of the previous workshop on Program Development and Planning. The seminar leader was provided planning assistance by representatives from several types of higher education institutions in Maryland. The seminar goals as stated include:

(1) To discuss and illustrate evaluation in the program process.

(2) To develop concepts of evaluation applicable to stages of the program process.

(3) To identify criteria for selecting appropriate information sources and tools for evaluation.

(4) To get some practice in evaluating....

-decision-making processes in program development

-the process of designing programs

-program operation/instruction

-program success in light of program objectives

-the administration of programs

Case studies were developed to assist the participant in acquiring the practice in evaluation and, in turn, the seminar leader consolidated the groups input and made it available to them at a later date. A copy of this document is in Appendix H The program evaluation instrument and summary of results are also included in Appendix H.

H. Statewide Conference on the Future of Community Services and Continuing Education - December 4, 1974. This important 1-day conference, designed especially for the presidents and continuing education administrators of Maryland higher educational institutions, was attended by 92 participants representing 29 different Maryland institutions. Two outstanding, nationally known, adult educators provided the key addresses which focused on:

(1) Current trends, new developments and emerging goals in the field of continuing education, by Dr. Malcolm Knowles;

(2) prospects and problems in the immediate future concerning community services and continuing education in higher education institutions, by Dr. Gunder Myron.

In addition, a listening/reaction panel of two presidents and two directors of continuing education provided the foundation for dialogue and exchange of ideas regarding the future of CS/CE in Maryland. This program was also designed to engage the participants in "brainstorming" the priority issues, actions, and strategies which CS/CE professionals should be addressing within: (1) the next four months, and (2) the next two years. A summary of this brainstorming furnished substantial information to the Advisory Committee regarding future goal setting for the Project. A copy of this summary is found in Appendix I.

I. Faculty In-Service Training Pilot Program - February 8, 1975 through March 19, 1975 at Catonsville Community College. This program was conducted as a direct result of extensive discussion and dialogue by the Task Force on Faculty In-Service Training. This task force had been developed by the Advisory Committee for the purpose of devising strategies for providing statewide training and orientation to the broad field of adult education. Catonsville Community College was willing to include this program as part of its in-service development program and could secure the cooperation of it's faculty. Therefore, Catonsville Community College was chosen as the site to hold a pilot program.

The task force saw the need for an outside documentarian and evaluator. Dr. Dean A. Holt was retained as a consultant in order to document the strategies used to institute a program at Catonsville Community College and to evaluate the impact of the program and to develop the implications for future programs at other institutions.

An extensive report was written and disseminated concerning this program. A copy is transmitted with this report as a separate document to which the reader is referred for details of the program. The general parameters of the program are indicated below.

One full Saturday session on February 8, 1975 was held in addition to five afternoon (2-hour) sessions on:

Monday, February 17

Monday, February 24

Wednesday, March 5

Monday, March 17

Wednesday, March 19

Twenty-four faculty attended at least one session of the program. The major focus of the program was on:

(1) Andragogy (the art and science of helping adults learn) as a theoretical framework within which specific learnings and techniques may occur.

(2) The application of various components of the Andragogical framework to individual institutional and classroom situations.

(3) The identification and development of continuing learning interests appropriate to Andragogical practices.

J. Faculty In-Service Training Evaluation Seminar - April 16, 1975. As a result of the series of sessions for faculty at Catonsville Community College, an extensive evaluation was written by Dr. Dean A. Holt. The purpose of this document was:

(1) To systematically appraise the effectiveness of the learning process which occurred during the program.

(2) To evaluate and document the effectiveness of the strategy by which the Faculty In-Service Training Program was offered.

(3) To explore the implications for an transferability of this program to other institutions of higher education in the State of Maryland.

The Task Force felt it would be useful to conduct a 1/2-day seminar in order to share the findings of the report. During the session, the Task Force expected to:

(1) Review the written evaluation and answer questions related to both the process and outcomes of the pilot program.

(2) Explore the possibilities of projecting this experiment on to other situations by considering the following questions:

   a. what is the "package"? (i.e., what is the program's content, process, strategies?)

   b. What are the important variables to consider? (i.e., time, space, readiness of faculty.)

   c. What sort of leadership is required?

   d. How much expertise in Andragogy is necessary?

A total of 18 persons representing seven institutions of higher education attended the session. In addition, forty copies of the report were sent to CS/CE professionals throughout the state.

K. Bibliography Task Force. The original goals of the Project included the following two objectives:

(1) To develop a classified bibliography of general materials which deal with various aspects of adult education.

(2) To develop a bibliography on research that is directly relevant to the concerns of Maryland community services and continuing education problems.

A task force was developed by the Advisory Committee. Howard C. Geer, Dean of Community Services at Montgomery College, volunteered to advise the group. Susan Christen, Program Coordinator at Montgomery College, chaired the group.

As a result of several meetings, the group decided to modify the task to a "mutual resource project" which seemed somewhat more flexible and workable. A survey instrument was drafted and approved. The goal of the task force was as follows:

> To gather, categorize, print and disseminate bibliographic materials which have been useful to practitioners in the field in strengthening their skills and knowledge within community services and continuing education.

Some 200 packets were sent to CS/CE professionals within the state. Thirty-five chose to contribute 104 separate entries. Some attempt was made to get others to respond but with little success.

Considerable time was devoted to verifying the entries. The data were displayed both alphabetically and categorically and sent to the contributors and to selected other people within the state. A copy of the completed bibliography is transmitted with this report as a separate document.

10. PROJECT ACCOMPLISHMENTS

Evaluation

Monitoring and evaluation of the progress of the Project was continuous throughout the Project period. Six specific evaluation strategies were employed. They are:

1. Regular reports by Project staff to the Project Advisory Committee.
2. Systematic review by the Project Advisory Committee of Project objectives, priorities, and activities.
3. The administration of symmetrical evaluative instruments to participants in six of the Project activities.
4. Retaining an outside documentarian-evaluator for one major Project activity.
5. Field testing of the bibliography with Project participants, staff, and Advisory Committee.
6. Administration of a summative evaluation instrument to CS/CE deans and directors to gauge the impact of the total Project on participating professionals, institutions, and communities.

Copies of instruments employed in evaluative activities and summaries of the results where appropriate are included in the Appendices.

Review and Evaluation of Project Objectives

Objectives numbered 1, 2, and 3, as indicated earlier in this report, all had to do with a statewide system of institutional record keeping and data exchange regarding community service/continuing education programs. To some informal degree, there may have been developed an increased awareness of

how the various participating institutions developed information, kept records, and exchanged data, if at all, through the contact among professionals who attended Project activities. These three objectives, however, were rendered virtually inoperative early in the Project period by action of the Project Advisory Committee on the basis of information secured from the Project needs analysis survey. That survey, combined with other information which was less formally shared, indicated that CS/CE programs in institutions of higher education in Maryland used a myriad of methods and systems by which data were recorded and processed. The range of systems included one institution that heavily emphasized automatic data processing for virtually all CS/CE records to other institutions whose record keeping was decentralized among various offices of the institution and all carried out on a paper and pencil system. Additionally, feedback from participants on the need analysis survey indicated a very low commitment to the creation of a symmetrical if not uniform statewide system for information processing and very little interest in developing information to be shared with other institutions. It should be pointed out at this juncture that those participating in the Project were not so much expressing reluctance to share "privileged information" as they were indicating their unwillingness to give the time and effort that would be required to create a symmetrical or uniform statewide information system. On the basis of this response from institutional representatives, the Advisory Committee determined that objectives concerning the development of a statewide record keeping and information sharing system were, in all likelihood, unachievable at this time and, therefore, should not be given priority for action in the Project.

Project objectives numbered 4 and 5 had to do with the sharing of program information among institutions and community services and continuing education personnel which may lead to mutual problem solving. There is little doubt in

the minds of Advisory Committee members that major progress was made in the direction of achieving these objectives. Each one of the Project activities facilitated a high degree of program information exchange among participants. Many deans and directors of community services and continuing education were deeply involved during these activities in the exchange of relevant administrative as well as program information. Their positions assured institutional sharing. It became known, during the course of the Project, that most of the participating institutions, at one point or another, exchanged names and addresses to be included on the mailing lists of institutional program information, catalogues, brochures, and other similar announcements. During the Project, the Advisory Committee agreed that participation in the Project professional development activities was providing an adequate mechanism for achieving objectives 4 and 5.

Project objectives 6 and 7 concerning delivery systems being used or which could be used on behalf of community service and continuing education programs. A special task force to work on these objectives was convened under the aegis of this Project. The task force was unable to complete its work prior to the termination of the Project and recommended to the Advisory Committee that, should the Project be continued for a subsequent year, this task force be reconstituted to continue its progress. Prior to the termination of the Project, the task force had developed an outline and structure for organizing delivery systems of consequence to community service and continuing education programs, had generated a series of researchable questions for which data were needed, and conceptualized a mechanism by which information regarding delivery systems might be shared with professionals and institutions involved in community services and continuing education in Maryland. A progress report was made to the Advisory Committee of the Project which acknowledged the work completed to date and affirmed the task forces recommendation that pursuit

of these objectives be continued should the Project be funded for a second year.

Project objectives 8, 9, 10, 11, and 12 all had to do with helping professional staff in community service and continuing education acquire skills and understanding in various areas of competence related to their field. Six specific programs were offered through the Project and each one was evaluated by the use of an evaluation instrument designed to enable participants to rate, according to a four-point scale, several items that were drawn from the objectives of each of the programs. Ratings of four may be regarded as extremely high while ratings of one may be regarded as extremely low. In the following paragraphs the evaluation data are shared according to each of the programs that were offered.

Managing the CS/CE Enterprise was the first professional development workshop offered through the Project. This workshop attained an average rating by participants of 3.35. Comments from participants indicated the management framework that was used, its application to CS/CE problems, and the sharing of problems and strategies were all very valuable aspects of the workshop. All participants indicated the workshop as being of great value to them. Some of the suggestions for improvement included the need for more instruction from the workshop leader, structuring the time differently so that less fatigue occurred, and providing reading materials in advance. On balance, the Advisory Committee agreed that this workshop, which had to be designed and conducted within a very short time frame, made a significant contribution on behalf of helping professional staff acquire skill in managing the CS/CE enterprise.

The Proposal Writer's Institute was the second program offered through the

Project. It attained an average participant rating of 3.84, the highest rating of any program offered by the Project. Participant comments regarding the overall value of this workshop included, "Superior - best workshop I have attended. So much given. Environment conducive to learning." "Extremely informative and helpful." "I learned enough to learn I need more." Some of the changes which were suggested which might improve a second rendering of this workshop included the need for more participants and for more time to extend the program. It was very clear to the Advisory Committee that this Project activity made a major contribution to the objective of helping participants acquire skill in the development and execution of proposals.

Promoting and Publicizing Programs was the third workshop offered through the Project. It attained an average participant rating of 2.76. Comments from participants regarding the overall value of this workshop were very mixed. In general participants felt that the information presented was worthwhile, significant to their work, revealed a position of promotional activity that was new to them, and, generally considered the program to be valuable. Other comments, those that were critical of the program, focused, largely, on the manner of presentation rather than the subject matter itself. Typical concerns regarding the workshop as presented had to do with there being too much lecture, the need for greater participant involvement, that the workshop, as given, could have been conducted in a single day, and that the material could have been more efficiently organized and structured. While the Advisory Committee was somewhat disappointed in the level of effectiveness attained by this workshop, there was no question that a great deal of very valuable information had exchanged hands and that a good start had been made in enabling the acquisition of skill in developing and promoting continuing education programs.

Conference on the Continuing Education Unit was the fourth program offered through the Project. It attained an average participant rating of 3.42. Participants indicated by their comments that they found this workshop to be of a very helpful nature. Many participants were particularly pleased with the opportunity for sharing conflicting points of view about a controversial subject. Some suggestions for improving the workshop included the mailing of advance information, the need for more time to get into greater depth of complex issues, the need for more diverse viewpoints, the need for more participant interaction. The Advisory Committee strongly supported the contribution that this workshop made to a highly specific and controversial aspect of continuing education. It was viewed as a very worthwhile venture in professional in-service training.

Program Development and Planning Workshop was the fifth program offered through the Project. It attained an average participant rating of 3.18. Participants' estimate of the value of the workshop was uniformly good to excellent. Changes that were suggested included the need for more published materials, the need for focus on more specific parts of program development, the need for more time. The Advisory Committee felt that this program made a substantial contribution toward the fulfillment of the objective to enable professionals to acquire skills in program development for adults.

Seminar on Evaluation in the Planning Process was the sixth program offered through the Project. It attained an average participant rating of 2.91. Participants' estimate of the overall value of the workshop was somewhat mixed. Many felt that the program was not as specific or concrete as it might have been, some felt the presentations could have been significantly improved, most felt the program was generally good and helpful. Suggestions for improvement included cutting back on that which was covered, more take home materials, fewer items for group discussion, and more direct input. The Advisory Committee felt this program clearly contributed to enabling professionals to acquire skill in evaluating adult education programs.

Attendance at these professional development workshops ranged from about 15 to 50. It was speculated, early in the Project by Project staff, that attendance levels at workshops would be in the vicinity of 60 to 70 participants per workshop. It became clear, however, that an appropriate expectation would be for an attendance of about 40 to 50. This seemed to be a "natural" level of attendance for CS/CE professionals and institutions in the state. Attempts at more promotion of programs, personal contact with potential enrollees, and encouragement to deans and directors did not seem to influence attendance levels in any significant way. The staff and Advisory Committee became satisfied that an attendance level of 40 to 50 participants was appropriate and natural given the other priorities competing for the time of professional CS/CE staff across the state.

As a special project in pursuit of objective number 10, a statewide conference focusing on the future of community services and continuing education was convened on December 4, 1974 to help participants acquire a greater understanding of the broad field of adult education and more specifically, to enable top level institutional administrators (presidents, deans, etc.) to become more familiar with the issues in the field of continuing education. This was a highly successful conference as regards leadership and interaction by those attending. There was some disappointment that revolved around the low attendance of institutional presidents (only two community college presidents attended the program). Participants were invited to share their perceptions of the issues and actions that are needed in the field of community services and continuing education in the next four months and in the next two years. These perceptions were summarized and directed back to the Advisory Committee for any further action which may be appropriate. A copy of these summaries are included in Appendix M

A special task force having to do with faculty in-service training for CS/CE instructional staff was convened under the aegis of the Project to pursue

two sub-objectives which fit within the Project framework: (1) what strategies can be developed and with what effect for gaining access to institutional faculty employed in CS/CE activities; (2) once access has been achieved, what educational message should be presented to such faculty and with what response will this message be received? Since these questions were of major consequence to top leadership in the CS/CE enterprise within the state of Maryland, it became important that there be careful documentation and evaluation of the strategy for acquiring access and the impact of the educational message. An outside documentor-evaluator was employed by the Project to monitor the efforts of the task force and to develop an evaluative statement to deal with three fundamental questions: (1) what was the strategy devised by the task force? (2) How did the strategy succeed? (3) What was the impact of the resulting intervention? This full report and documentation is included as a separate document. It was the hope of the Advisory Committee that a continuation of activities along these lines could occur should the Project be funded for a second year.

Project objectives number 13 and 14 concern the development of bibliographical material of interest to CS/CE professionals and students of the field. In pursuit of these objectives, a special task force of the Project was convened to determine the appropriate bibliography that was needed and to produce such a document. The task force did complete its work and a copy of the bibliography that was produced is included as a separate document. The Advisory Committee has been enthusiastic in its response to the quality and the utility of this bibliography.

Impact on Institutions of Higher Education

An evaluation instrument was issued to deans and directors of community services and continuing education in higher education institutions in Maryland.

Twenty-one institutions responded. The questionnaire asked deans and directors to rate, on a scale of one (low) to five (high), the influence or impact which they perceived Project activities had on several aspects of their CS/CE program. Indicated below is a summary of the ratings according to the item indicated on the questionnaire.

FINAL EVALUATION SUMMARY

To what degree has your and/or your staff's participating in the Maryland CS/CE Project influenced you in the following areas of professional practice:

Item	Average Rating
Identification with the Community Service/ Continuing Education field	3.20
Understanding of the scope and nature of the CS/CE field	3.15
Ability to formulate ideas that give direction to CS/CE programs within higher education institutions	3.15

To what extent has your and/or your staff's participation in the Maryland CS/CE Project had impact on the following:

Contact with CS/CE professionals from other higher education institutions	4.04
Management of CS/CE program areas	3.36
Development of proposals	3.15
Development of new programs	2.95
Work with client groups	2.83
Work with program faculty	2.83
Staff meetings	2.52
Work with other staff at your institution	2.50

How would you describe your staff's level of participation in the Maryland CS/CE Project activities? 3.00

In addition to these ratings many comments and explanations were offered by respondents. When the ratings and the comments are taken together, there is

clear indication that the Project had a measurable and beneficial effect on higher education institutions and their staffs with regard to community service continuing education activities. A copy of the full evaluation summary is included in Appendix J of this report.

11. IMPACT ON THE COMMUNITY

The target audience for the Project were deans, directors and coordinators of continuing education and community services programs in institutions of higher education in the State of Maryland. Consequently, there was minimal involvement in the initiation, planning, or development of the Project by community leaders, citizens, public and private agencies and state or local government. Exceptions to this included a representative from the State Board for Community Colleges who served as a member of the planning committee for the Conference on the Continuing Education Unit. Additionally, representatives from 10 other agencies or institutions attended at least one program during the course of the Project.

It is likely, however, that indirect benefits to the community were achieved through the increased professional development and growth of community services and continuing education personnel who attended the training activities conducted by the Project.

12. PRIOR HISTORY OF THE PROJECT

On October 20, 1972, thirty representatives of educational institutions and organizations in Maryland met in Baltimore and discussed the need for cooperation among institutions in offering continuing education and community service programs. At that time, there was no statewide coordinated effort in continuing education of either a formal or informal nature. At the meeting were representatives from 15 community colleges, the State Department of Education, the University

of Maryland (Cooperative Extension Service and University College), and the State Agency for Title I of the Higher Education Act of 1965. The meeting was one of several regularly scheduled by the "Community Services and Continuing Education Deans and Directors of Public Community Colleges." At an afternoon business meeting, following the morning general session, representatives of the Community Colleges passed a resolution providing for a committee to explore potential cooperative relationships with all other statewide continuing education programs.

Subsequent meetings were held among members of the larger group and led to the development of a plan to provide for sharing of information, training of staff, and ultimately to coordination of programs in community service and continuing education. While the plan emerged principally as a result of discussion between community colleges and University of Maryland continuing education personnel, the Project intended to involve all higher educational institutions in the state offering continuing education and community services programs.

13. FACULTY INVOLVEMENT

(Listed in chronological order of appearance as a Project Workshop Leader)

A.1. Dr. David E. Hartl
Assistant Director
Conferences & Institutes Division
University of Maryland University College

2. Workshop leader for Managing the Community Services/Continuing Education Enterprise - May 15 and 16, 1974.

3. Ed.D. in Adult Education from Boston University and author of the paper "Management Functions: A Review and Description."

4. Served on Project staff as Assistant Project Director at approximately 15% of time.

B.1. Dr. John H. Buskey
Director
Conferences and Institutes Division
University of Maryland University College

2. Institute Director for the Proposal Writer's Institute - June 5 and 6, 1975.

3. Ph.D. in Adult Education from University of Chicago and developer of the Proposal Writer's Institute design and materials.

4. Served on Project staff as Project Director for 8% of time.

C.1. Janet W. Solinger, M.A.
Director of the Resident Associate Program
Smithsonian Institute
Washington, D.C.

2. Workshop leader for Promoting and Publicizing Programs - June 25 and 26, 1974.

3. Former Director of Public Information,
Special Events and Publications for New York University,
School of Continuing Education

4. Served as consultant for the 2 and 1/2 day workshop.

D.1. Dr. Keith E. Glancy
Director of the Division of Special Programs
Evening College
The Johns Hopkins University
Baltimore, Maryland

2. Conference leader for the Conference on the Continuing Education Unit - July 10, 1974.

3. Dr. Glancy has been an active member of the National Task Force on the Continuing Education Unit (C.E.U.) since its origin in 1968, serving both as secretary and editor of the "Criteria and Guidelines for the C.E.U." which is currently being published.

4. Served as consultant for the 1-day workshop and as a member of the Advisory Committee throughout the entire Project.

5. Resource Panel for the Conference on the C.E.U.

   a. Paul Beckham, Director of Off-Campus Centers and Assistant Director of Summer Session, Community College of Baltimore;

   b. Redding Black, Coordinator of Community Services, Annandale Campus, Northern Virginia Community College;

   c. Edwin Crispin, Program Specialist, Division of Continuing Education, University of Delaware;

d. Chris Rojahn, Office of Continuing Education/Community Services, Catonsville Community College, Panel Moderator.

E.1. Dr. David E. Hartl
Assistant Director
Conferences & Institutes Division
University of Maryland University College

2. Workshop leader for the Program Development & Planning Workshop - October 22, 1974.

3. Ed.D. in Adult Education from Boston University

4. Served on Project staff as Assistant Project Director for 15% of time.

5. Small Group Discussion Leaders for Workshop

a. Dr. Gerald C. Hanberry, Program Development Specialist, C & I Division, University of Maryland University College

b. Mr. James L. Oates, Director of Continuing Education/ Community Services, Catonsville Community College

c. Dr. Frederick F. Otto, Dean of Community Services, Hagerstown Junior College

d. Mr. James P. Baker, Assistant Director, Conferences and Institutes Division, University of Maryland University College

F.1. Dr. John H. Buskey
Director
Conferences and Institutes Division
University of Maryland University College

2. Leader for the Seminar on Evaluation in the Planning Process - October 23, 1975

3. Ph.D. in Adult Education from University of Chicago

4. Served on Project staff as Project Director for 8% of time.

Statewide Conference on the Future of CS/CE in Maryland Higher Education Institutions - December 4, 1974.

Guest Lecturers:

1. Dr. Malcolm S. Knowles, Professor of Adult and Community College Education, North Carolina State University.

2. Dr. Gunder A. Myron, Dean, Rockland Community College.

Listening Team Reaction Panel:

3. Robert A. Barringer, President, Catonsville Community College

4. Calvin W. Burnett, President, Coppin State College

5. Keith E. Glancy, Director, Division of Special Programs, The Johns Hopkins University

6. Frederick F. Otto, Dean of Community Services, Hagerstown Junior College

Moderator:

7. Mason G. Daly, Dean, University of Maryland University College

Welcome Address:

8. Wilson H. Elkins, President, University of Maryland

H.1. Dr. David E. Hartl
Assistant Director
Conferences & Institutes Division
University of Maryland University College

2. Program leader for the Faculty In-Service Training Pilot Program conducted at Catonsville Community College, February 8, 1975 through March 19, 1975.

3. Ed.D. in Adult Education from Boston University

4. Served on Project staff as Assistant Project Director for 15% of time

I.1. Dr. Dean A. Holt, Program Consultant and Evaluator for the Faculty In-Service Training Pilot Program

2. Conducted the Evaluation Seminar on Faculty In-Service Training on April 16, 1975.

3. Ed.D. in Adult Education from Boston University

14. STUDENT INVOLVEMENT

No undergraduate students were involved in the Project. Several of the Project participants who were involved as professionals in the CS/CE field are also graduate students in the field of adult education. However, since the Project goals did not include specific reference to the involvement of students, no records were kept concerning this issue.

Demographic Information

Two hundred and twelve different individuals participated in one or more of the Project activities which included in-service training programs, planning committee meetings, advisory committee sessions and task forces. Of these individuals who participated, 46% were female, approximately 10% were black, and the ages ranged from approximately 22 years to 60 years. Based on the positions held by the various participants (see rosters of participants in Appendix K they are clearly at the professional or semi-professional level with their educational background at or above the baccalaureate degree. Included in the roster of participants were deans, directors, program development specialists, coordinators and some related professional personnel in higher education such as presidents and key administrators, registrars, public relations officers, etc. Since the target audience for the Project was continuing education and community services personnel in institutions of higher education in Maryland, it is clear that the Project was highly successful in reaching the intended population.

Project Materials

Numerous curriculum materials and bibliographical resources were used throughout the Project and disseminated to the participants of the various activities. Some of these were developed specifically for or by the Project; others were gathered from existing data and resources and assembled for use by the Project. Copies of these materials are included in the appendices associated with the Project activities identified in an earlier section of this report.

A. Managing the Community Services and Continuing Education Enterprise: Appendix C

1. The Management Process in 3-D -- a diagram showing the

activities, functions, and basic elements of the executive's job by R. Alex Mackenzie, November-December, 1969. Ordered through Harvard Business Review.

2. Management Functions -- A Review and Description - written by Dr. David E. Hartl and adapted for use in the Project. This paper is a description of the functions of management as a conceptual framework including the four basic functions of planning, organizing, leading, and controlling and their relevant subfunctions. A selected bibliography is included.
3. A Classified Bibliography of Resources in Management - prepared for the Project by Dr. David E. Hartl and Janet R. Davis. This bibliography is a comprehensive list of resources in management classified according to the categories of Alex Mackenzie's model of management.
4. Handouts were prepared suggesting activities for follow-up using the management framework:
   a. within the CS/CE organization
   b. within the participant's regional area

B. Proposal Writer's Workshop

1. A Notebook of Materials on Proposal Writing developed and compiled by Dr. John H. Buskey and adapted for use in the workshop. Contents of the Notebook include:
   a. Proposal Process and Preparation
   b. The Tools and Resources of the Proposal Writer
   c. Proposal Budgeting and Project Management
   d. Comparative Analysis of Proposals for Different Purposes and Different Agencies

C. Promoting and Publicizing Programs: Appendix R

1. Case studies of CS/CE Programs were developed to use in small groups for analyzing and designing promotion strategies.

D. Conference on the C.E.U.:

1. The Continuing Education Unit Criteria and Guidelines - Excerpts from the Statement: the statement was prepared by The National Task Force on the Continuing Education Unit and the excerpts were prepared by Dr. Keith E. Glancy, for use at the Conference. This booklet describes the purposes, definitions, criteria, limitations, and operational guidelines of the C.E.U.

2. The Continuing Education Unit - A Selected Bibliography: prepared by Dr. Keith E. Glancy and reprinted for use at the Conference.

3. A Report on the Continuing Education Unit and It's Implications by the Southern Association of Colleges and Schools: prepared by James Baker and reproduced for dissemination at the Conference.

E. Program Development and Planning Workshop: Appendix G

1. Basic Steps of Program Development: a handout developed by Dr. John H. Buskey summarizing the initial phases of a program development model by Cyril O. Houle. This handout was reproduced for use in the workshop.

2. The Andragogical Process of Program Development: a handout developed by Dr. David E. Hartl summarizing the seven steps in program development according to Malcolm S. Knowles. This

handout was reproduced for use in the workshop.

F. Seminar on Evaluation in the Planning Process: Appendix H.

1. Situations Involving Evaluative Questions: these worksheets were developed by Dr. John H. Buskey for use in the Seminar.

2. Case Studies: these studies were also developed by Dr. Buskey for use in small groups in the Seminar. Topics included:

   a. Developing Evaluation Questions

   b. Collecting Data

   c. Displaying/Summarizing Data

   d. Interpretation of Data

3. Approaches to Conference Evaluation: this handout was developed by Alan B. Knox at the University of Nebraska and was duplicated and disseminated to participants of the Seminar. Included are topics such as:

   a. Setting Within Which Conference Evaluation Occurs

   b. Evaluation of Types of Items Currently in Use

   c. Who Can Provide Information About Program Effectiveness

   d. Effective Collection and Use of Evaluation Information

4. A Summary of Responses to the Group Tasks: this summary was developed by John H. Buskey from the composite work of the task groups during the Seminar. These results were compiled and sent to all of the participants after the seminar.

G. Conference on the Future of Community Services and Continuing Education

1. Audio tapes were made during this conference and include Dr. Malcolm Knowles and Dr. Gunder Myron's addresses. Also in-

cluded is the discussion by the listening-reaction panel during the afternoon session.

H. Faculty In-Service Training Program:

1. The following handouts were developed by Dr. David E. Hartl. Some of these materials were adapted for use in the program and all were reproduced for dissemination to the participants:

   a. Assumptions About Adults as Learners and Their Technological Implications for Adult Education Practice (taken from The Modern Practice of Adult Education, Andragogy vs Pedagogy, Malcolm S. Knowles).

   b. A Comparison of Assumptions and Processes of Pedagogy and Andragogy by Malcolm S. Knowles.

   c. The Andragogical Process of Program Development - A Seven Step Outline.

   d. Basic Steps of Program Development - from a model by Cyril Houle.

   e. Criteria for Effective Learning/Teaching: (taken from The Modern Practice of Adult Education: Andragogy vs Pedagogy by Malcolm S. Knowles).

   f. A Checklist for Effective Adult Learning and Growth

   g. Dimensions of Maturation (taken from: The Mature Mind by Harry A. Overstreet).

   h. The Effect of Climate on Behavior

   i. The Helping Relationship and Feedback (taken from the National Training Laboratories Reading Book, 1964).

   j. The Three-Legged Stool of Group Function

k. Adult Education Processes: A Selected Bibliography (compiled specifically for use at the workshop)

l. Some Principles for Selecting Methods to Achieve Particular Objectives

I. Faculty In-Service Training Evaluation Seminar:

1. An extensive Evaluation Report of the Faculty In-Service Training Program was conducted and documented by Dr. Dean A. Holt for the purpose of determining whether or not Andragogy as mediated by means of the design which the Task Force on Faculty In-Service Training chose, was:

a. effective as an educational intervention to transmit the basics of Andragogy;

b. perceived as useful by participants who were themselves community college faculty members; and

c. a design which readily permitted replication in other settings and which could be administered by qualified professionals other than those originally drafting the design.

J. Bibliography Task Force:

1. Materials for a bibliography useful to practitioners in the field of community services and continuing education strengthening their skills and knowledge was gathered, categorized, printed and disseminated to participants throughout the State of Maryland. The data were displayed both alphabetically and categorically in grid form.

SUMMARY

1. This Project was specifically connected with the special area of strengthening community service and continuing education programs in institutions of higher education in Maryland.
2. This Project was considered both an on-campus and an off-campus community service project. The primary types of activities sponsored under the Project included those with the following letters:

   B. Conference
   C. Workshops/Seminar
   D. Research
   E. Technical Assistance

   Three programs operated under the aegis of the Project were conducted at off-campus locations:

   Proposal Writer's Institute - conducted at the Baltimore Hilton Hotel

   Conference on the Continuing Education Unit - conducted at Catonsville Community College

   Faculty In-Service Training Pilot Program - conducted at Catonsville Community College

   All other programs conducted by the Project were held at the University of Maryland University College Center of Adult Education in College Park.
3. While the Project was not specifically designed to involve minority group members, many participants were Afro-American and/or Spanish-surnamed Americans.
4. The Project was not designed for the specific involvement of students.
5. No "follow-up" evaluation for this Project will be conducted, however, continuation of funding to pursue Project objectives for a second year has been provided by Title I.
6. The geographical area served by the Project would fall in the category of "E.", "Statewide."
7. The primary problem area for the Project may be categorized as "other - community service/continuing education in institutions of higher education."

8. This Project was a new program.
9. A request has been made for the continuation of funding in the next fiscal year under Title I for this Project. Such funding has occurred.
10. The "primary" type of activity utilized under this Project has been that of workshops/seminars.
11. The major source of non-federal matching funds has come from "institutional funds."
12. No individual faculty member spent more than 25% of time on this Project.
13. This Project was funded in the full amount of the initial request.
14. The primary initiators of the Project were representatives of higher educational institutions in the State of Maryland.
15. No alternative sources of federal funds were considered prior to submitting the proposal for consideration by the Title I State Agency.
16. No measures were engaged in to develop communication with Model Cities Directors in relation to this Project.
17. Two primary mechanisms were developed for the exchange and dissemination of Project materials, reports, and evaluations. These include the scheduling of Project activities and the development of a comprehensive mailing list including institutions, institutional presidents, deans, and directors, and professional staff involved in community service/ continuing education.
18. While the development of a consortia of institutions was, technically, not involved in the operation of the Project, the Project was given direction and guidance throughout its entire course by an Advisory Committee composed of representatives of the various types of higher education institutions found in the State of Maryland.

19. The experience of working with an Advisory Committee for the purposes indicated above was found to be highly satisfactory and critical to the maintenance of relevance among Project objectives, needs of higher education institutions, needs of professional staff and activities sponsored by the Project.

20. The general pattern of relationships between our institution and community residents in relation to CS/CE Projects may be characterized as "b." "partners in problem solving."

APPENDIX A

Needs Assessment Instruments

Summary of Needs Assessment Questionnaire

THE MARYLAND COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT

Information Questionnaire

Professional Development Topical Areas and Schedules

The purpose of this part of the questionnaire is to ascertain your priorities regarding special training and professional development activities which may be offered through the Maryland Community Service and Continuing Education Project.

Please indicate your personal opinions regarding the level of priority you feel each topical area below has for you as a training concern by checking the appropriate point indicated by each item.

Also, please indicate the amount of time you feel should be devoted in training sessions to each topical area by placing the number of days preferred in the space provided at the right of the page beside each item.

1/2 -- one-half day
1 -- one full day
2 -- two full days
3 -- three full days
4 -- four full days
5 -- five full days
(Training days may be scheduled contiguously or one at a time over several weeks.)

TOPICAL AREA	PRIORITY				LENGTH
	Critical	Important	Of Interest	Unimportant	
Program Planning: Theories and Applications	___	___	___	___	___
Principles and Methods Regarding Adults and Learners	___	___	___	___	___
Problems of the Community Service/Continuing Education Field	___	___	___	___	___
The Future of the Community Service/Continuing Education Enterprise	___	___	___	___	___
Characteristics of Community Service/Continuing Education Professional Leadership	___	___	___	___	___

OVER

TOPICAL AREA	PRIORITY				LENG
	Critical	Important	Of Interest	Unimportant	
Techniques of Describing program Objectives and Evaluation	___	___	___	___	___
Organizing and Administering Adult Programs	___	___	___	___	___
How to Organize and Mobilize Resources and Programs	___	___	___	___	___
Human Behavior in Organizations	___	___	___	___	___
How to Work with Community Groups	___	___	___	___	___
Strategies for Organizational and Community Changes	___	___	___	___	___
Program Promotion, Publicity, Advertising, and Public Relations	___	___	___	___	___
Problems Regarding On-Campus and Off-Campus Facilities	___	___	___	___	___
How to Use Electronic Data Processing	___	___	___	___	___
Principles and Methods for Research in Community Service/Continuing Education	___	___	___	___	___
Influence of Government (Federal, State, Local) on Community Service/Continuing Education	___	___	___	___	___
How to influence legislation regarding Community Service/ Continuing Education	___	___	___	___	___
Developing Effective Management Skills	___	___	___	___	___

TOPICAL AREA	PRIORITY				LENGTH
	Critical	Important	Of interest	Unimportant	
Developing Effective Leadership Styles	___	___	___	___	___
Developing Effective Consulting Skills	___	___	___	___	___
Office Administration and Supervisory Skills	___	___	___	___	___
Principles and Methods of Professional Staff Development	___	___	___	___	___
Developing Inservice Programs for Community Serivce/Continuing Education Faculty	___	___	___	___	___
Budgeting, Financial Control, and Business Administration	___	___	___	___	___
Please add other topical areas of special interest to you and indicate their priority and preferred length	___	___	___	___	___
_____					
_____	___	___	___	___	___
_____					
_____	___	___	___	___	___
_____					
_____	___	___	___	___	___

OVER

The purpose of this part of the questionnaire is to discover your preferences about the scheduling of training sessions and any other meetings which may, from time to time, occur having to do with the Project. Please write in the most preferred times in the spaces provided.

Best day of the week for meetings: _____

Worst day of the week for meetings: _____

Best time to start a day's meeting (please circle): 8:00 8:30 9:00 9:30

Best week of the month (if relevant, please circle): 1st 2nd 3rd 4th

If meetings were scheduled for more than one day, would you be likely to stay overnight at the meeting site? (Yes) (No)

Please add any general comments about items on this questionnaire. Thank you very much for your help.

THE MARYLAND COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT

Information Questionnaire

Professional Development Topical Areas and Schedules

TOPICAL AREA	Critical	Important	Of Interest	Unimportant
Program Planning: Theories/Applications. No response--1	11	19	14	0
Principles & Methods Regarding Adults & Adult Learners. No response--4	6	16	14	5
Problems of the Comm. Service/Continuing Educ. Field. No response--1	10	26	7	1

Length: 1/2--13
1---15
2--- 4
3--- 2
4--- 0
5--- 2
0--- 1
No response--8

Length: 1/2--14
1--- 8
2--- 4
3--- 2
4--- 0
5--- 1
0--- 2
No response--14

Length: 1/2--11
1---14
2--- 7
3--- 2
4--- 0
5--- 1
0--- 1
No response--9

TOPICAL AREA	Critical	Important	Of Interest	Unimportant
Future of the Comm. Service/Continuing Educ. Enterprise No response--2 Length: 1/2--10 1---15 2--- 8 3--- 1 4--- 0 5--- 0 0--- 1 No response--10	16	18	8	1
Characteristics of CS/CE Professional Leadership. No response--2 Length: 1/2-- 9 1---16 2--- 3 3--- 1 4--- 0 5--- 0 0--- 1 No response--15	5	21	12	5
Tech. of Describing Prog. Objectives & Evaluation. No response--2 Length: 1/2--13 1---12 2--- 6 3--- 1 4--- 1 5--- 0 0--- 0 No response--12	9	21	13	0

TOPICAL AREA	Critical	Important	Of Interest	Unimportant
Organizing and Administering Adult Programs No Response--1 Length: 1/2--10 1---16 2--- 7 3--- 1 4--- 1 5--- 1 0--- 0 No response--9	12	22	9	1
How to Organize and Mobilize Resources and Programs No response--3 Length: 1/2--8 1---16 2--- 4 3--- 0 4--- 0 5--- 2 0--- 1 No response--14	11	19	9	3
Human Behavior in Organizations No response--4 Length: 1/2--18 1--- 7 2--- 1 3--- 1 4--- 0 5--- 0 0--- 2 No response--16	3	10	24	4
How to Work with Community Groups No response--1 Length: 1/2--17 1---11 2--- 5 3--- 0 4--- 0 5--- 0 0--- 1 No response--11	7	20	13	4

	Critical	Important	Of Interest	Unimportant
Strategies for Organizational and Community Changes No response--3	6	14	18	4

Length: 1/2--15
1--- 4
2--- 5
3--- 0
4--- 1
5--- 0
0--- 1
No response--19

Prog. Promo., Publicity, Advertising, and PR. No response--3	17	18	7	0

Length: 1/2-- 8
1---12
2--- 9
3--- 2
4--- 0
5--- 1
0--- 1
No response--12

Problems Regarding On-Campus and Off-Campus Facilities No response--1	12	17	12	3

Length: 1/2--12
1---11
2--- 5
3--- 1
4--- 0
5--- 0
0--- 2
No response--14

How to Use Electronic Data Processing No response--3	4	17	14	7

Length: 1/2--16
1--- 8
2--- 1
3--- 1
4--- 0
5--- 0
0--- 1
No response--18

	Critical	Important	Of Interest	Unimportant
Principles & Methods for Research in CE CS	5	16	18	4

No response--

Length: 1/2--12
1---11
2--- 3
3--- 1
4--- 0
5--- 0
0--- 3
No response--15

Influence of Govt. (Federal, State, Local) on CS/CE	9	22	8	3

No response--3

Length: 1/2--11
1---10
2--- 6
3--- 1
4--- 0
5--- 0
0--- 2
No response--15

How to Influence Legislation regarding CS/CE	10	19	11	3

No response--2

Length: 1/2--14
1---10
2--- 4
3--- 1
4--- 0
5--- 0
0--- 1
No response--15

Developing Effective Management Skills	14	18	6	5

No response--2

Length: 1/2-- 5
1---12
2--- 7
3--- 4
4--- 1
5--- 1
0--- 2
No response--13

	Critical	Important	Of Interest	Unimpor
Developing Effective Leadership Styles No response--4	6	16	15	4
Length: 1/2--11 1--- 5 2--- 9 3--- 0 4--- 0 5--- 0 0--- 3 No response--17				
Developing Effective Consulting Skills No response--4	5	17	14	5
Length: 1/2--15 1--- 8 2--- 2 3--- 1 4--- 0 5--- 0 0--- 2 No response--17				
Office Administration and Supervisory Skills No response--4	5	17	15	4
Length: 1/2--13 1--- 9 2--- 2 3--- 1 4--- 1 5--- 0 0--- 2 No response--17				
Principles & Methods of Professional Staff Development No response--3	8	22	8	4
Length: 1/2-- 6 1---11 2--- 4 3--- 3 4--- 1 5--- 0 0--- 3 No response--17				

	Critical	Important	Of interest	-50- Unimportant
Developing Inservice Programs for CS/CE Faculty	10	16	14	2

No response--3

Length: 1/2--12
1--- 2
2--- 7
3--- 1
4--- 0
5--- 2
0--- 2
No response--19

Budgeting, Financial Control, and Business Administration	6	26	10	0

No response--3

Length: 1/2-- 8
1---14
2--- 4
3--- 2
4--- 1
5--- 0
0--- 1
No response--15

Proposal Writing	12	20	8	2

No response--3

Length: 1/2--10
1---12
2--- 4
3--- 2
4--- 2
5--- 0
0--- 0
No response--15

Fund Raising	12	10	15	5

No response--3

Length: 1/2--10
1--- 6
2--- 4
3--- 1
4--- 0
5--- 1
0--- 3
No response--20

OTHER TOPICAL AREAS

How to make conferences a paying activity. Critical, 3.

Method of identifying real community leader in community. Method of identifying the local unoffical political power base.

Registration systems; problems and benefits. Important, 1/2. Total program. 2-3 weeks.

Individual leadership style assessment for best application in community. Important, 1.

How to mobilize community groups. Critical, 1.

How to organize to avoid duplication and competition. Critical, 1.

New delivery systems for hard to reach shut-ins and people with transportation problems. Critical, 2.

BEST DAY FOR MEETINGS

Monday--3
Tuesday--6
Wednesday--10
Thursday--10
Friday--13
No response--3

OVERNIGHT SITE

Yes--18
No--20
No response--7

WORST DAY FOR MEETINGS

Monday--22
Tuesday--3
Wednesday--4
Thursday--1
Friday--11
No response--4

MEETING TIME

8:00--0
8:30--0
9:00--12
9:30--31
10:00--1
No response--1

BEST WEEK

1--2
2--8
3--4
4--2
No response--29

THE MARYLAND COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT

Information Questionnaire

Program Development and Record Keeping

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Your frank and complete responses to the items below will help greatly in fulfilling the objectives of the Maryland Community Service and Continuing Education Project. Please be as complete as possible especially where items ask for additional ideas. If you feel other ideas should be included even where not requested, please add them as you see fit.

The first set of items has to do with the records you are now keeping or not keeping and how well you feel they are being kept. Please check your responses to the items using the following formula:

A1 = Doing now, adequately
A2 = Doing now, need to improve
B1 = Not doing now, don't want to
B2 = Not doing now, want to

	A1	A2	B1	B2
I. STUDENT ENROLLMENT:				
A. Records kept of gross enrollment	____	____	____	____
B. By course types or categories	____	____	____	____
C. By individual course	____	____	____	____
D. By course location	____	____	____	____
II. POPULATION CHARACTERISTICS:				
A. Records kept by any geographical area area from which students come	____	____	____	____
(Please indicate the way you organize geographical information):				
1. By state	____	____	____	____
2. By ZIP code area	____	____	____	____
3. By County	____	____	____	____
4. By town	____	____	____	____
5. By neighborhood	____	____	____	____
B. Records kept as to students'				
1. Sex	____	____	____	____
2. Age	____	____	____	____
3. Occupation	____	____	____	____
4. Place of employment	____	____	____	____
5. Course interest	____	____	____	____

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III. INDIVIDUAL STUDENT CHARACTERISTICS:	A1	A2	B1	B2
A. Records kept showing student's				
1. Name and address	___	___	___	___
2. Home phone	___	___	___	___
3. Office phone	___	___	___	___
4. Social Security Number	___	___	___	___
5. Course payment receipt number	___	___	___	___
6. Location of attendance	___	___	___	___
IV. RECORDS KEPT REGARDING INSTRUCTORS:				
A. Name and address and phones	___	___	___	___
B. Title of course taught	___	___	___	___
C. Relevent credentials or resume (whether partial or complete)	___	___	___	___
D. Teaching history in your program	___	___	___	___
E. Specialized teaching areas	___	___	___	___
F. Stipend payments and rates	___	___	___	___
V. RECORDS KEPT REGARDING TYPES OF EVENTS:				
A. Conferences	___	___	___	___
B. Short (non-credit) courses	___	___	___	___
C. Credit courses	___	___	___	___
D. Independent study programs	___	___	___	___
E. Other (please specify) _____				
VI. RECORDS KEPT REGARDING SPONSORING ORGANIZATIONS				
A. Academic departments at your institution	___	___	___	___
B. Other educational institutions	___	___	___	___
C. Associations and Societies	___	___	___	___
D. Consulting firms	___	___	___	___
E. Commercial organizations	___	___	___	___
F. Voluntary or community agencies	___	___	___	___
G. Government organizations	___	___	___	___
H. Other (please specify)				

VII. RECOGNITION FOR COURSE PARTICIPATION:

	(Yes)	(No)	(estimate % of total)
A. Give certificate of attendance	____	____	____ %
B. Give certificate of satisfactory completion	____	____	____ %
C. Certificate indicates course hours	____	____	____ %
D. Certificate indicates CEUs	____	____	____ %
E. Official transcript of credit courses	____	____	____ %

F. Other (please specify) _____

VIII. WHAT PROCEDURES DO YOU USE FOR THE COLLECTION OF RECORDED DATA?

	(check)
A. Participant registration form (uncoded, raw data)	____
B. Self-coding registration form	____
C. Coding of information done in office	____
D. Combination of 2 and 3 above	____
E. Other (please specify) _____	

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IX. WHAT FORMAT DO YOU USE FOR RETENTION OF DATA?
If several formats are used, please indicate the proportion.

A. Computer punch card	____	E. Office registration form	____
B. Computer tape	____	F. Office card file	____
C. Computer disc	____	G. Program folder	____
D. Participant registration form	____	H. Other (please specify below)	
		_____	

X. WHAT METHODS DO YOU USE FOR DISPLAY OR REPORTS OF DATA?

A. Computer print out	____	D. Charts prepared in office	____
B. Computer charts	____	E. Summary tables	____
C. Typed lists	____	F. Other (please specify below)	
		_____	

The second set of items has to do with program development processes you use.

XI. WHAT GENERAL DEMOGRAPHIC INFORMATION DO YOU NORMALLY USE IN PROGRAM PLANNING?

	yes	no		yes	no
A. Census data	___	___	E. Local school system data	___	___
B. State publications	___	___	F. Review of your institutional data	___	___
C. County publications	___	___			
D. City/Town publications	___	___	G. Other (please specify below)		

_____

XII. HOW DO YOU COME UP WITH PROGRAM IDEAS?

	(Always)	(Frequently)	(Seldom)	(Never)
A. In consultation with community groups or potential target audiences	___	___	___	___
B. In consultation with prospective faculty or program leaders	___	___	___	___
C. In consultation with your own staff colleagues	___	___	___	___
D. In consultation with colleagues of other institutions	___	___	___	___
E. Suggested by Standing Advisory Committee	___	___	___	___
F. Take ideas from past year(s)	___	___	___	___
G. I create the ideas on my own	___	___	___	___

H. Other (please specify) _____

_____

_____

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XIII. ONCE THE IDEA IS SELECTED, HOW DO YOU DEVELOP PROGRAM AND PROMOTIONAL PLANS?

	(Always)	(Frequently)	(Seldom)	(Never)
A. In consultation with community groups or potential target audiences	___	___	___	___
B. In consultation with prospective faculty or program leaders	___	___	___	___
C. In consultation with your own staff colleagues	___	___	___	___
D. In consultation with colleagues of other institutions	___	___	___	___
E. Use program plans and promotional activities from past	___	___	___	___
F. I develop the plans and promote the programs myself	___	___	___	___

G. Other (please specify) _____

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XIV. IF, OUT OF THIS PROJECT, A STATE-WIDE PROGRAM DEVELOPMENT AND RECORD KEEPING INFORMATION SYSTEM WERE TO BE DEVELOPED, TO WHAT DEGREE ...

	(Always)	(Frequently)	(Seldom)	(Never)
A. Would you participate in the system as a ...				
1. Contributor of information	___	___	___	___
2. User of information	___	___	___	___

	(None)	(Some)	(Extensive)	(Impossible)
B. Would your institution require administrative modifications to participate?	___	___	___	___

C. To what degree are the following areas of information automated on electronic data processing at your institution and used by you?	(Entirely)	(Mostly)	(Partially)	(None)
1. Program registration data	___	___	___	___
2. Student billing	___	___	___	___
3. Student records (cred. & courses)	___	___	___	___
4. Student records (non-credit courses)	___	___	___	___
5. Individual program data and lists	___	___	___	___
6. General program statistics	___	___	___	___
7. Community demographic data	___	___	___	___
8. Other (please specify)	___	___	___	___

___

XV. HOW MUCH TIME (%) IS USED BY PROGRAM STAFF PER MONTH IN:

A. Facilitation of programs ____% E. Teaching in programs ____%

B. Program planning ____% F. Program promotion ____%

C. Office administration ____% G. Outside consultation ____%

D. Self professional development ____% H. Other (please specify) ____ ____%

XVI. HOW ARE STAFF TIME UTILIZATION RECORDS KEPT?

A. Not kept ____ D. By monthly report ____

B. By daily report ____ E. Other (please specify) ____

C. By weekly report ____ ____

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XVII. IN WHAT WAYS ARE STAFF TIME REPORTS USED?

(check)

A. For improved management of work load ____

B. As measures of staff productivity ____

C. For allocation of program charges ____

D. Other (please specify) ____

XVIII. ARE THERE AREAS OF INFORMATION COVERED IN THIS QUESTIONNAIRE THAT YOU FEEL SHOULD NOT BE SHARED WITH COLLEAGUES ON A STATE-WIDE BASIS? IF SO, PLEASE IDENTIFY BELOW. THANK YOU.

XIX. ARE THERE AREAS OF INFORMATION NOT COVERED IN THIS QUESTIONNAIRE THAT YOU FEEL SHOULD BE SHARED WITH COLLEAGUES ON A STATE-WIDE BASIS? IF SO, PLEASE IDENTIFY.

In summarizing and analyzing ideas on questionnaires such as this it is often valuable for the planning committee to have the names of respondents available to be able to follow up on specific points of interest. If you have no objection, your name may be indicated below. Summaries of responses only (no individual responses) will be shared beyond the planning committee. Thank you very much for your help.

NAME _____ TITLE _____

INSTITUTION _____

PLEASE ADD ANY ADDITIONAL COMMENTS YOU HAVE. THANKS AGAIN.

THE MARYLAND COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT

Information Questionnaire Data
Collected December 6, 1973
Program Development and Record Keeping

A1 = Doing now, adequately
A2 = Doing now, need to improve
B1 = Not doing now, don't want to
B2 = Not doing now, want to

I. STUDENT ENROLLMENT:	A1	A2	B1	B2
A. Records kept of gross enrollment	27	19		
B. By course types or categories No response--2 Don't know--2	17	21		4
C. By individual course No response--1	28	16		1
D. By course location No response--4	19	21		2

II. POPULATION CHARACTERISTICS				
A. Records kept by any geographical area from which students come No response--9	9	21	3	4
A1. By state No response--11	18	8	6	3
A2. By ZIP code area No response--9 Don't know--2	16	15	5	2
A3. By County No response--8 Don't know--2 Not doing--1	19	18	2	4
A4. By town No response--11 Don't know--3 Not doing--1	5	11	7	8

II. POPULATION CHARACTERISTICS (cont.)	A1	A2	B1	B2
A5. By neighborhood No response--9 Don't know--3 Not doing--1	1	7	12	13
B1. Sex No response--2	29	9	2	8
B2. Age No response--2	24	7	4	9
B3. Occupation No response--3	15	14	4	12
B4. Place of Employment No response--9	9	12	5	14
B5. Course Interest No response--6 Don't know--2	13	13	2	10
B6. Ethnic Origin No response--19	7	4	6	10

III. INDIV. STUDENT CHARACTERISTICS				
A1. Name and Address	40	6		
A2. Home Phone	36	8	2	
A3. Office Phone No response--1	28	9	6	2
A4. Social Security Number	37	5	2	2
A5. Course payment rct. no. No response--3	26	5	8	4
A6. Location of attendance No response--2	27	10	1	6

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IV. RECORDS KEPT REGARDING INSTRUCTORS

	A1	A2	B1	B2
A. Name-Address-Phone No response--2	36	8		
B. Title of course taught No response--1	37	8		
C. Relevant credentials/resume (whether partial or complete) No response--4	24	14		4
D. Teaching history in program No response--4	21	12	2	7
E. Specialized teaching areas No response--3	21	16		6
F. Stipend payments and rates No response--4	30	10		2

V. RECORDS KEPT REGARDING TYPES OF EVENTS

A. Conferences No response--3	19	17	1	6
B. Short (non-credit) courses No response--3	22	17	1	3
C. Credit courses No response--7	28	7	4	
D. Independent study programs No response--9	13	9	5	10

E. Other:
Workshops including clinic experience.
"Special services" (day care, clinics, etc.)
Special on-going services.]A1
Special programs/cultural and summer workshops.
Certificate programs.
Voch-Tech training.

Demonstrations, mass media programs.]A2

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VI. RECORDS KEPT REGARDING SPONSORING ORGANIZATIONS

	A1	A2	B1	B2
A. Academic depts. at instit. No response--8	15	13	4	6
B. Other educational institutions No response--10	9	10	3	5
C. Associations and Societies No response--7	12	13	4	10
D. Consulting Firms No response--15	4	8	8	11
E. Commercial organizations No response--12	6	15	3	10
F. Voluntary or comm. agencies No response--5	9	22	4	6
G. Government organizations No response--7	11	20	2	6

H. Other:
University of Maryland School of Nursing sponsors most courses.
Data bank being developed on all continuing and adult ed programs in county; design good, implementation difficult.
Social origins.

VII. RECOGNITION FOR COURSE PARTICIPATION

	Yes	No	Est. % of Total
A. Give certificate of attendance No response--7	20	19	5%--2 10%--5 20%--1 30%--1 40%--2 80%--1 100%--2 No response--32
B. Certificate of satisfactory Comp. No response--5	32	9	5%--4 10%--6 15%--1 20%--1 30%--1 40%--1 50%--1 60%--1 75%--1 80%--1 90%--1 100%--2 No response--25
C. Certificate indicates Course hrs. No response--9	15	22	10%--1 25%--1 40%--1 100%--2

VII. RECOGNITION FOR COURSE PARTICIPATION (cont.)

	Yes	No	Est. % of Total
D. Certificate indicates CEUs No response--9	4	33 No response--45	90%--1
E. Official trans. of credit No response--12	28	6 No response--30	80%--1 100%--15

F. Other:
All records currently kept in UM School of Nursing CE office, need to be in Univ. Registrar's office--am working toward this.
Public recognition.
Transcript of CEU available.
Certified and undergraduate degree awarded.
We don't give credit through comm. services, however, we do give certificates for C.E. courses
Degrees granted.
Academic degree.

VIII. WHAT PROCEDURES USED FOR THE COLLECTION OF RECORDED DATA

A. Participant registration form (uncoded, raw data)--40

B. Self-coding registration form--13

C. Coding of information done in office--17

D. Combination of 2 and 3 above--10

E. Other:
Cards punched from coded forms and computerized.
Only for audit purposes.
P.P. for registration.

IX. WHAT FORMAT DO YOU USE FOR RETENTION OF DATA

A. Computer punch card--25

B. Computer tape--15

C. Computer disc--10

D. Participant registration form--32

E. Office registration form--13

F. Office card file--15

G. Program folder--30

H. Other:
Computer print out of info--80%--1
Student folder--2
Semester attendance report--1
Typed lists or summaries--1

X. WHAT METHODS DO YOU USE FOR DISPLAY OR REPORTS OF DATA

A. Computer print out--29

B. Computer charts--6

C. Typed lists--35

D. Charts prepared in office--26

E. Summary tables--33

F. Other:
Registration forms--1
Annual reports--1
No systematic way at present--1

XI. GENERAL DEMOGRAPHIC INFORMATION USED

	Yes	No
A. Census data No response--12	27	7
B. State publications No response--20	16	10
C. County publications No response--16	26	4
D. City/town publications No response--19	19	8
E. Local school system data No response--19	20	7
F. Review of your institutional data No response--13	33	

G. Other:
Local economic institutions, organizations. 1
Knowledge of co. specialized need population shared with co-sponsoring groups. 1.
Intuitive judgement. 1
Institutional survey. 1
Citizen input. 1
National publications. 1
Professional nurse population and type of health agency and services offered. 1

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XII. PROGRAM IDEAS	Always	Freq.	Seldom	Never
A. Consultation with comm. groups/potential target audiences. No response--2	4	32	8	
B. Consultation with prospective faculty or prog. leaders. No response--2	8	34	2	
C. Consultation with own staff colleagues No response--3	11	27	5	
D. Consultation with colleagues of other institutions. No response--3	2	13	26	2
E. Suggested by Standing Advisory Committee No response--7	2	13	14	10
F. Ideas from past years. No response--3	6	31	5	1
G. I create ideas on my own. No response--4	5	28	8	1

H. Other:
Sharing info. with other regional (SREB) and national colleagues in CE in nursing.
Periodicals, reports, etc. of national interests.
Survey results.
"Walk-in" by instructor with an idea.
Intuitive judgement.
Primarily in consultation with a few knowledgeable comm. residents and college personnel.
Request of co-sponsoring groups who ask for assistance.
Feature articles in publications--or topical issues adopt.
Brochure info. from other institutions.
Local economic development for new industry, Maryland correctional institution.

XIII. DEVELOP PROGRAM/PROMOTIONAL PLANS	Always	Freq.	Seldom	Never
A. Consultation with comm. groups or potential target audiences No response--5	8	23	10	
B. Consultation with prospective faculty or program leaders. No response--3	12	28	3	
C. Consultation with own staff colleagues No response--3	11	27	5	
D. Consultation with colleagues of other institutions. No response--4	3	11	24	4
E. Program plans and promotional activities from past. No response--3	4	35	4	
F. I develop plans and promote programs myself. No response--4	4	25	10	3

G. Other:
Work of committees developed by co-sponsoring groups and the college.

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A1. Contributer of info. No response--3	12	30	1	
A2. User of info. No response--1	11	31	3	
B. Institution require administrative modifications to participate? No response--3	None 6	Some 35	Exten. 2	Impossible

	Entirely	Mostly	Partially	None
C. To what degree are the following areas of info. automated on electronic data processing at your institution and used by you?				
C1. Prog. regist. data No response--1	22	8	2	10
C2. Student billing No response--10	7	11	2	16
C3. Student records (cred. & courses) No response--8	20	7	3	6
C4. Student records (non-credit) No response--7	10	4	7	18
C5. Individual prog. data and lists. No response--7	12	8	11	8
C6. Gen. prog. stat. No response--7	11	9	0	10
C7. Comm. demographic data No response--12		5	9	20

C8. Other:
Staff records. 1
Mailing lists. 2
Permanent mailing list. 1

XV. HOW MUCH TIME (%) IS USED BY PROGRAM STAFF PER MONTH IN:

A. Facilitation of programs

% of time	No. of responses	Cumulative %age
0	3	07
5	2	12
10	8	30
15	3	37
20	10	60
25	7	77
30	1	79
35	1	81
40	2	86
50	4	95
60	2	100

(3 No response)

B. Program planning

% of Time	No. of Responses	Cumulative %age
0	2	05
5	2	09
10	5	21
15	4	30
20	6	44
25	8	63
30	7	79
40	3	86
50	3	93
60	2	98
75	1	100

(1 No response)

C. Office administration

% of Time	No. of Responses	Cumulative %age
0	2	05
5	2	09
10	12	37
15	4	47
20	10	70
25	4	79
30	4	88
40	2	93
50	1	95
60	1	98
75	1	100

(3 No response)

D. Self professional development

% of Time	No. of Responses	Cumulative %age
0	14	37
5	12	68
10	11	97
15	1	100

(8 No response)

E. Teaching in programs

% of Time	No. of Responses	Cumulative %age
0	30	79
5	4	89
10	1	92
20	2	97
50	1	100

(8 No response)

F. Program Promotion

% of Time	No. of Responses	Cumulative %age
0	4	10
5	11	36
10	9	57
15	4	66
20	6	81
25	4	90
30	2	95
35	1	98
50	1	100

(4 No response)

G. Outside Consultation

% of Time	No. of Responses	Cumulative %age
0	10	26
5	18	74
10	6	89
20	3	97
25	1	100

(8 No response)

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XV. HOW MUCH TIME (%) IS USED BY PROG. STAFF PER MONTH (cont.):

d. Other:
Counseling and adv.sement--5%
Other--5%
Developing Comm. contacts/outreach--20%
Irrelevant institutional meetings seems like--110%
Misc--30%
Other--5%
Administrative responsibilities beyond office--10%
Meetings--10%
Consultation to other areas of college--5%
Staff work--10%
Participation in professional organts., faculty comm., etc.--20%
Being confused--5%

XVI. HOW ARE STAFF TIME UTILIZATION RECORDS KEPT?

A. Not kept--27

B. By daily report--2

C. By weekly report--4

D. By monthly report--7

E. Other:
Kept only for funded programs.
Bi-weekly.
Summary program reports
Time records kept--no breakdown on time utilization.
By guess and by gosh.
Sometimes bi-monthly.
Annual report.
By semester.

XVII. IN WHAT WAYS ARE STAFF TIME REPORTS USED?

A. For improved management of work load--8
No response--38

B. As measures of staff productivity--4
No response--43

C. For allocation of program charges--8
No response--38

D. Other:
Not kept--1
Not used--1
For payment--1
As far as I am aware, these records are maintained only as a means of salary justification--1
Pay roll purposes--2

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XVIII. ARE THERE AREAS OF INFORMATION COVERED IN THIS QUESTIONNAIRE THAT YOU FEEL SHOULD NOT BE SHARED WITH COLLEAGUES ON A STATE-WIDE BASIS? IF SO, PLEASE IDENTIFY BELOW.

In some instances community sharing preferred, in others, institutional cooperation, statistics sometimes have been used adversely.

I have no objections to any information being shared with other colleagues.

Not if in a composite report, as an individual, yes.

All would be helpful.

No--but this was not geared for conference planning (or else I have a long way to go in systemization). Maybe this is a tool or thought or a subgoal. Who keeps systematized records of conferences? Can they really be used again? On what basis?

18--"No" answers.

No response--33

XIX. ARE THERE AREAS OF INFORMATION NOT COVERED IN THIS QUESTIONNAIRE THAT YOU FEEL SHOULD BE SHARED WITH COLLEAGUES ON A STATE-WIDE BASIS? IF SO, PLEASE IDENTIFY.

I would like to see all Directors of Nursing Programs in higher ed., all of whom assume responsibility for CE, be informed of ALL information in this questionnaire as well as other health professionals.

Degree of state support of continuing education or community services in various institutions.

The awarding of credits for informal, non-credit courses.

Problem areas and possible solutions. Successful program areas and procedures for implementation.

Sharing of program information. Delivery systems.

Management by objectives. Workshop directed toward successful models.

Program funding: % student contribution, % county contribution, % state funding.

All.

Job description and salaries research data.

Evaluation of CS/CE programs.

All.

9--"No" answers.

No response--28.

ADDITIONAL COMMENTS:

My responses pertain only to the programs that I administer, i.e., programs for older adults and women.

Hope this did mix you up.

There is no way to respond if your institution does not already have such a functioning program. I am here to learn about other's programs. We have a small evening program which has been unpublicized and which about I know very little.

I have not yet begun my job with GCC and cannot really realistically respond to most of these questions.

I definitely feel a better exchange of information of programs (courses) and involvements of institutions in the areas of community service and community education should be developed. This may lend improvement upon existing programs and the innovation of new directions.

This was filled out on the basis of my own program--an off-campus, credit program.

Answered primarily from point of view of position (former) as a Director. Still involved in many of those areas.

How about guidance on CEUs?

Believe we should have started definition of "continuing education" as concerned in this project.

Presumptions about recording procedures have biased the questions (and, no doubt, my answers) but a Benchmark Information System proposal I could affirm/deny would do better.

I'm very interested in problem solving workshops and program idea sharing. Perhaps because of my background in industrial marketing research, I am very negative to collecting information that will never be used for decision-making. I have seen so much data (reports, print-outs, summaries, etc.) and so much time spent on its collection that has never been used. The first question to be asked should be what are we going to do with information that will change (improve) our way of operating.

Towson State should participate because of central computer.

THE MARYLAND COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT

Professional Development Topical Areas and Schedules

Explanation of Topic Ranking

On the following page please find a listing of the topical areas identified in the questionnaire presented at the conference on December 6, 1973. To the left of the listing of the topics are two columns. The first column on the extreme left is the order in which the topical areas have been ranked according to the priority given each area by the respondents to the questionnaire. In order to arrive at this ranking, the cumulative percentage of responses in the categories of "critical" and "important" were combined. The topical areas were then rearranged in decending order with the first item being that which showed the highest cumulative percentage for the first two categories of response and arranged in decending order according to that percentage through to rank number 26.

The second column of figures to the left of the listing of topical areas are the item numbers assigned to the topical areas as they appeared on the questionnaire.

During the coming months the Advisory Committee to this project will be working with these data to formulate a program of in-service professional development on behalf of the community service and continuing education professionals in our state. Some of the topical areas may be combined for conference purposes, others may be developed into conferences of varying lengths. Such planning decisions will be based on the priorities which you and others have established for these topical areas. Your assistance in providing the committee with this information is greatly appreciated.

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THE MARYLAND COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT

Professional Development Topical Areas and Schedules

Ranking Summary of Program Interest

Rank*	Item #	Topic
1.	12.	Program Promotion, Publicity, Advertising, Public Relations
2.	3.	Problems of the Community Service/Continuing Education Field
3.	4.	The Future of the Community Service/Continuing Education Enterprise
4.	7.	Organizing and Administering Adult Programs
5.	24.	Budgeting, Financial Control, Business Administration
6.	25.	Proposal Writing
7.	18.	Developing Effective Management Skills
8.	16.	Influence of Government (Federal, State, Local) on Community Service/Cont. Ed.
9.	8.	How to Organize and Mobilize Resources and Programs
10.	22.	Principles and Methods of Professional Staff Development
11.	6.	Techniques of Describing program Objectives and Evaluation
12.	1.	Program Planning: Theories and Applications
13.	17.	How to influence legislation regarding Community Service/Continuing Education
14.	13.	Problems Regarding On-Campus and Off-Campus Facilities
15.	23.	Developing Inservice Programs for Community Service/Continuing Ed. Faculty
16.	10.	How to Work with Community Groups
17.	5.	Characteristics of Community Service/Continuing Ed. Professional Leadership
18.	20.	Developing Effective Consulting Skills
19.	21.	Office Administration and Supervisory Skills
20.	19.	Developing Effective Leadership Styles
21.	2.	Principles and Methods Regarding Adults and Learners
22.	26.	Fund Raising
23.	14.	How to Use Electronic Data Processing
24.	15.	Principles and Methods for Research in Community Service/Continuing Ed.
25.	11.	Strategies for Organizational and Community Changes
26.	9.	Human Behavior in Organizations

(* Rankings based on responses in the "Critical" and "Important" categories.)

Data also revealed the following conclusions regarding scheduling meetings:

Best Days: Wednesday and Thursday
Best Meeting Time: 9:30 a.m.

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THE MARYLAND COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT

Information Questionnaire Data
Collected December 6, 1973

Professional Development Topical Areas and Schedules

TOPICAL AREA	Critical	Important	Of Interest	Unimportant	Total
Program Planning: Theories/Applications.	11	19	14	0	44
	25%	68%	100%	100%	100%
No response--1					
Length: 1/2--13 1---15 2--- 4 3--- 2 4--- 0 5--- 2 6--- 1 No response--8					
Principles & Methods Regarding Adults & Adult Learners.	6	16	14	5	41
	15%	54%	88%	100%	100%
No response--4					
Length: 1/2--14 1--- 8 2--- 4 3--- 2 4--- 0 5--- 1 6--- 2 No response--14					
Problems of the Comm. Service/Continuing Educ. Field.	10	26	7	1	44
	23%	82%	97%	100%	100%
No response--1					
Length: 1/2--11 1---14 2--- 7 3--- 2 4--- 0 5--- 1 6--- 1 No response--9					

TOPICAL AREA	Critical	Important	Of Interest	Unimportant	Total
Future of the Coop. Service/Continuing Educ. Enterprise No response--2	10 37%	18 78%	8 98%	1 100%	43 100%
Length: 1/2--10 1---15 2--- 8 3--- 1 4--- 0 5--- 0 0--- 1 No response--10					
Characteristics of CP/CE Professional Leadership No response--2	5 12%	21 60%	12 88%	5 100%	43 100%
Length: 1/2-- 9 1---16 2--- 3 3--- 1 4--- 0 5--- 0 0--- 1 No response--15					
Tech. of Describing Prog. Objectives & Evaluation. No response--2	9 21%	21 70%	13 100%	0 100%	43 100%
Length: 1/2--11 1---12 2--- 6 3--- 1 4--- 1 5--- 0 0--- 0 No response--12					

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TOPICAL AREA	Critical	Important	Of Interest	Unimportant	Total
Organizing and Administering Adult Programs No Response--1	12 27%	22 77%	9 98%	1 100%	44 100%
Length: 1/2--10 1---16 2--- 7 3--- 1 4--- 1 5--- 1 0--- 0 No response--9					
How to Organize and Mobilize Resources and Programs No response--3	11 26%	19 71%	9 93%	3 100%	42 100%
Length: 1/2--8 1---26 2--- 4 3--- 0 4--- 0 5--- 2 0--- 1 No response--14					
Human Behavior in Organizations No response--4	3 7%	10 32%	24 90%	4 100%	41 100%
Length: 1/2--13 1--- 7 2--- 1 3--- 1 4--- 0 5--- 0 0--- 2 No response--16					
How to Work with Community Groups No response--1	7 16%	20 61%	13 91%	4 100%	44 100%
Length: 1/2--17 1---11 2--- 5 3--- 0 4--- 0 5--- 0 0--- 1 No response--11					

	Critical	Important	Of Interest	Unimportant	Total
Strategies for Organizational and Community Changes	6	14	18	4	42
No response--3	14%	48%	90%	100%	100%
Length: 1/2--15 1--- 4 2--- 5 3--- 0 4--- 1 5--- 0 0--- 1 No response--19					
Prog. Promo., Publicity, Advertising, and PR.	17	18	7	0	42
No response--3	40%	83%	100%	100%	100%
Length: 1/2-- 9 1---12 2--- 0 3--- 3 4--- 0 5--- 1 0--- 1 No response--12					
Problems Bounding On-Campus and Off-Campus Facilities	11	17	12	3	44
No response--1	27%	66%	93%	100%	100%
Length: 1/2--12 1---11 2--- 5 3--- 1 4--- 0 5--- 0 0--- 2 No response--14					
How to Use Electronic Data Processing	4	17	14	7	42
No response--3	9%	50%	83%	100%	100%
Length: 1/2--16 1--- 2 2--- 1 3--- 1 4--- 0 5--- 0 0--- 1 No response--18					

	Critical	Important	Of Interest	Unimportant	Total
Principles & Methods for Research in CE CS	5	16	18	4	43
No response--2	12%	49%	91%	100%	100%
Length: 1/2--12 1---11 2--- 3 3--- 1 4--- 0 5--- 0 0--- 3 No response--15					
Influence of Govt. (Federal, State, Local) on CE/CE	9	22	8	3	42
No response--3	21%	74%	93%	100%	100%
Length: 1/2--11 1---10 2--- 0 3--- 1 4--- 0 5--- 0 0--- 2 No response--15					
How to Influence Legislation regarding CE/CE	10	18	11	3	43
No response--2	23%	67%	93%	100%	100%
Length: 1/2--14 1---10 2--- 4 3--- 1 4--- 0 5--- 0 0--- 1 No response--15					
Developing Effective Management Skills	14	18	8	3	43
No response--2	33%	74%	88%	100%	100%
Length: 1/2-- 5 1---12 2--- 7 3--- 4 4--- 1 5--- 1 0--- 2 No response--13					

	Critical	Important	Of Interest	Unimportant	Total
Developing Effective Leadership Styles No response--4	6	16	15	4	41
	15%	54%	90%	100%	100%

Length: 1/2--11
1--- 5
2--- 9
3--- 0
4--- 0
5--- 0
0--- 5
No response--17

Developing Effective Consulting Skills No response--4	5	17	14	5	41
	12%	54%	88%	100%	100%

Length: 1/2--15
1--- 5
2--- 2
3--- 1
4--- 0
5--- 0
0--- 2
No response--17

Office Administration and Supervisory Skills No response--4	5	17	15	4	41
	12%	54%	90%	100%	100%

Length: 1/2--13
1--- 9
2--- 2
3--- 1
4--- 1
5--- 0
0--- 2
No response--17

Principles & Methods of Professional Staff Development No response--3	8	22	8	4	42
	19%	71%	90%	100%	100%

Length: 1/2-- 6
1---11
2--- 4
3--- 3
4--- 1
5--- 0
0--- 3
No response--17

	Critical	Important	Of Interest	Unimportant	Total
Developing In-service Programs for CS/CE Faculty No response--3	10	16	14	2	42
	23%	61%	95%	100%	100%

Length: 1/2--12
1--- 2
2--- 7
3--- 1
4--- 0
5--- 2
0--- 2
No response--18

Budgeting, Financial Control, and Business Administration No response--1	6	26	10	0	42
	14%	76%	100%	100%	100%

Length: 1/2-- 8
1---14
2--- 4
3--- 2
4--- 1
5--- 0
0--- 1
No response--15

Proposal Writing No response--3	12	28	0	2	42
	29%	76%	95%	100%	100%

Length: 1/2--10
1---12
2--- 4
3--- 2
4--- 2
5--- 0
0--- 0
No response--15

Fund Raising No response--3	12	18	15	5	42
	29%	52%	88%	100%	100%

Length: 1/2--10
1--- 5
2--- 4
3--- 1
4--- 0
5--- 1
0--- 1
No response--20

OTHER TOPICAL AREAS

How to make conferences a paying activity. Critical, 3.

Method of identifying real community leader in community. Method of identifying the local unofficial political power base.

Registration systems; problems and benefits. Important, 1/2. Total program. 2-3 weeks.

Individual leadership style assessment for best application in community. Important, 1.

How to mobilize community groups. Critical, 1.

How to organize to avoid duplication and competition. Critical, 1.

New delivery systems for hard to reach shut-ins and people with transportation problems. Critical, 2.

BEST DAY FOR MEETINGS

Monday--3
Tuesday--6
Wednesday--10
Thursday--10
Friday--13
No response--3

OVERNIGHT SITE

Yes--18
No--20
No response--7

WORST DAY FOR MEETINGS

Monday--22
Tuesday--3
Wednesday--4
Thursday--1
Friday--11
No response--4

MEETING TIME

8:00--0
8:30--0
9:00--12
9:30--31
10:00--1
No response--1

BEST WEEK

1--2
2--8
3--4
4--1
No response--29

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APPENDIX B

Attendance at Committee Meetings

MARYLAND PROJECT TO STRENGTHEN COMMUNITY SERVICES AND CONTINUING EDUCATION

PARTIALLY FUNDED BY: PROGRAM IMPACT MARYLAND STATE AGENCY FOR TITLE I OF THE HIGHER EDUCATION ACT OF 1965

ADVISORY COMMITTEE MEETINGS

Advisory Committee Members	Meetings-Dates-Locations 8-22-74 College Park (CAE) 9:30 a.m.-4:00 p.m.	10-10-74 College Park (CAE) 9:00 a.m.-4:00 p.m.	10-30-74 College Park (CAE) 6:30 p.m.-11:00 p.m.	12-13-74 College Park (CAE) 12:00 noon-4:30 p.m.	1-17-75 College Park (CAE) 9:30 a.m.-2:00 p.m.
Bricker, June	✓			✓	
Florestano, Tom		✓	✓		
Goer, Howard	✓	✓	✓		✓
Glancy, Keith	✓	✓	✓	✓	✓
Oates, Jim	✓	✓	✓		✓
Otto, Fred	✓	✓	✓	✓	✓
Williams, Beryl		✓	✓	✓	
*Burkey, John		✓	✓	✓	✓
*Davis, Janet	✓	✓	✓	✓	✓
*Hartl, David	✓	✓	✓	✓	✓

MARYLAND PROJECT TO STRENGTHEN COMMUNITY SERVICES AND CONTINUING EDUCATION

PARTIALLY FUNDED BY: PROGRAM IMPACT MARYLAND STATE AGENCY FOR TITLE I OF THE HIGHER EDUCATION ACT OF 1965

PLANNING COMMITTEE MEETINGS

Advisory Committee Members	Meetings-Dates-Locations 5-1-74 C.E.U. Catonsville Comp. Coll. 2:30 p.m.-5:00 p.m.	5-8-74 C.E.U. College Park (CAE) 3:00 p.m.-5:00 p.m.	5-13-74 Promotion Satisfaction 9:30 a.m.-2:30 p.m.	5-16-74 Management College Park (CAE) 1:30 p.m.-2:30 p.m.	5-20-74 C.E.U. Catonsville Comp. Coll. 2:30 p.m.-5:00 p.m.	6-12-74 Promotion Satisfaction 10:00 a.m.-2:00 p.m.	6-27-74 C.E.U. College Park (CAE) 9:00 a.m.-11:30 a.m.	7-1-74 C.E.U. (week of) Johns Hopkins Univ. 12:00 noon-2:00 p.m.	7-8-74 C.E.U. College Park (CAE) 12:00 noon-2:00 p.m.	9-18-74 Bibliography College Park (CAE) 9:30 a.m.-12:30 p.m.	9-18-74 Planning & Evaluation College Park (CAE) 1:30 p.m.-4:30 p.m.	9-19-74 Alternative Delivery Sys. College Park (CAE) 9:30 a.m.-12:30 p.m.	9-24-74 Planning & Evaluation College Park (CAE) 1:30 p.m.-4:30 p.m.	9-30-74 Alternative Delivery Sys. College Park (CAE) 1:30 p.m.-3:30 p.m.	10-2-74 Bibliography College Park (CAE) 9:30 a.m.-12:00 noon
Bricker, June																
Florentano, Tom																
Geer, Howard				✓												
Glancy, Keith	✓	✓			✓		✓	✓								
Oates, Jim																
Otto, Fred										✓						
Williams, Beryl																
*Buskey, John				✓							✓		✓			
*Davis, Janet	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
*Hartl, David	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓		

MARYLAND PROJECT TO STRENGTHEN COMMUNITY SERVICES AND CONTINUING EDUCATION

PARTIALLY FUNDED BY: PROGRAM IMPACT MARYLAND STATE AGENCY FOR TITLE I OF THE HIGHER EDUCATION ACT OF 1965

PLANNING COMMITTEE MEETINGS

Advisory Committee Members	Meetings-Dates-Locations 10-3-74 Statewide Conference Catonsville Comm. Coll. 9:30 a.m.-2:00 p.m.	10-8-74 Budgeting Montgomery College 1:30 p.m.-4:30 p.m.	10-9-74 Faculty In-Serv. Train. College Park (CAE) 9:30 a.m.-2:00 p.m.	10-11-74 Bibliography Montgomery College 9:30 a.m.-12:00 noon	10-11-74 Western Maryland Project College Park (CAE) 1:00 p.m.-2:30 p.m.	10-17-74 Planning Workshop College Park (CAE) 9:30 a.m.-11:00 a.m.	10-17-74 Budgeting College Park 1:30 p.m.-3:00 p.m.	10-31-74 Bibliography College Park (CAE) 9:30 a.m.-11:30 a.m.	11-11-74 Alternative Delivery Sys. College Park 2:00 p.m.-3:30 p.m.	12-15-74 Faculty In-Serv. Train. Catonsville Comm. Coll. 9:30 a.m.-2:00 p.m.	12-12-74 Faculty In-Serv. Train. Catonsville Comm. Coll. 9:00 a.m.-2:00 p.m.	1-9-75 Faculty In-Serv. Train. Catonsville Comm. Coll. 9:30 a.m.-12:00 noon	78
Bricker, June													
Fiorentano, Tom													
Geer, Howard		✓		✓			✓						
Glancy, Keith													
Gates, Jim	✓									✓		✓	
Otto, Fred			✓					✓		✓	✓		
Williams, Beryl			✓							✓	✓		
*Burkey, John	✓				✓								
*Davis, Janet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
*Hartl, David			✓		✓	✓				✓	✓	✓	

APPENDIX C

Management Program Materials

Evaluation of Management Programs

MANAGEMENT FUNCTIONS -- A REVIEW AND DESCRIPTION

David E. Hartl

The Community Service and Continuing Education enterprise is a system of organizations and people striving to provide creative and relevant educational programs to communities and other adult constituency groups. In this endeavor, the practice of effective management is critical to the achievement of the enterprise goals. Goals are achieved through the efforts of people who get things done. The manager's role has been defined as the art of getting things done through others. In this way, management practices are directly tied to the CS/CE enterprise.

When considering the broad field of management, there are a variety of points of view and conceptual frameworks that are worthy of careful attention. Some of these frameworks include management by objectives, grid management, management by motivation, management communications, and many others. In the writer's experience, it has been useful to understand and work with a comprehensive and cohesive management framework that seeks to define and order all of the various functions of management and thereby provide a conceptual framework into which most, if not all, other specific management frameworks can fit. The management concept described below provides such a unified framework.

The Functions of Management

Management, as a conceptual framework, may be divided into four basic functions: Planning, Organizing, Leading, and Controlling. Each of these basic functions is described below and further explored in terms of relevant sub-functions.

PLANNING

Mangement planning is almost exclusively future oriented. The future may be tomorrow, next week, a month from now, or three to many years away. A focus on today may be included in planning considerations since what is done today will have impact on planning. In this sense, planning is related to the present even though it is oriented to the future. Planning has to do with determining what can be done to achieve a future that is desired and avoid a future that is not desired but would occur if one did nothing. Planning activities result in decisions to intervene in the future so as to produce that which is desired.

Information is the key to sound planning decisions. Admiral Radford is credited with saying, "A decision is an action an executive must take when the information is so incomplete that the answer doesn't suggest itself."

Planning decisions, because they are future oriented, necessarily depend upon

information from the past and present to provide the basis for suggestions about the future. An essential skill of the manager is generating information from the past and present and extrapolating that information into the future so as to be able to predict what is likely to happen if nothing is done. With this insight, planning decisions can then be made that will effectively intervene in the future to produce results that are desired.

Planning may be said to include the following activities or sub-functions:

Forecasting: Forecasting can be defined as generating information about the past and present to establish where the present course of the organization is likely to lead if one does nothing. The technology of effective forecasting is developing exponentially and advances are being made in predicting economic, social, political, and demographic trends as well as in other fields of concern to the manager.

Determining objectives: Identifying and defining the desired end results is the process of determining objectives. The objectives are those events or outcomes that represent the optional future desired by the manager and/or the organization. Of all the activities included in the planning process, determining objectives is the most critical to effective management practice. With clear statements of objectives, a manager is equipped with the answer to the question, "What do you want to do?" Without this answer, the manager knows not what constitutes relevant information, appropriate priorities, potentially useful strategies, even success itself. With clear objectives, the manager can determine what constitutes "effectiveness."

Developing strategies: There are many ways to achieve objectives. Once the objectives are set, it is the manager's function to decide how to go about achieving the objectives. Many times strategies will virtually suggest themselves when objectives are carefully worked out and clearly stated. However, developing alternative methods for accomplishing objectives can be among the manager's most creative functions. Experimentation, innovation, and creativity are particularly appropriate to this management activity.

Programming and scheduling: When a manager is dealing with many objectives and strategies, there is need for setting priorities. What gets attention first and how will work on one given objective contribute to the achievement of others? Such are the questions raised when considering management programming. Some criteria for determining priorities in programming would include:

Urgency: Will the outcome speak effectively to internal or external pressures that are of major consequence to the organization?

Identity: Will the outcome contribute to the fulfillment of the purposes for which the organization was created and by which it is known?

Centrality: Will the outcome contribute to work on other outcomes desired by the manager and/or the organization?

Essentiality: Is the outcome required if the survival of the organization is to be ensured?

The process of scheduling involves the establishment of a sequence of activities and determining when they are to be carried out. Coordination of activities is a key element in scheduling to assure that appropriate resources will be available at the times they are needed.

A programming and scheduling technique that has been developed in recent years to help a manager effectively carry out these activities is that of the Program-Evaluation-Review-Technique (PERT). Other tools are also available to assist the manager with this function of management which should be investigated. Examples include the time-line, flow charts, work schedules, people and dollar budgets, PPBS, etc.

Determining budgets: A function critical to the accomplishment of objectives and the fulfillment of a strategy is that of allocation of resources. The two essential resources of the organization are money and people. Converting organizational plans into constructive action depends critically on effective budgeting of the dollars available and the time available from people. Where dollars can pay for time, then budgeting of dollars may be adequate. Where people are volunteering their time, then careful budgeting of such time also becomes important. The money and people budgets of the organization should reflect in concrete terms what the objectives of the organization are. On the other hand, the resources that are available for budgeting may have directional impact upon the organization's objectives. It is the manager's job in the process of planning to find the creative balance point between that which is desired and that which is feasible within the constraints of time and money.

Determining policies: Policies are organizational decisions that apply to important recurring matters and/or which state in general terms the intent and interpretations of certain organizational values. In many instances it is important to establish policies on matters around which conflict may occur prior to the occurrence of any disagreement. The absence of policies relating to important organizational objectives or ways of work can lead to unnecessary confusion, severe misunderstanding, low morale, and even organizational impotence. Since policies tend to be most effective when they change slowly, it is important that they be thoroughly thought out with many people's viewpoints involved in their development prior to their promulgation. Included in the policies related to an objective should be the description of how and when the policy may be changed.

Determining procedures: Within the framework of the policies set for an objective there should be a clear indication of the methods to be employed in pursuit of the objectives. Procedures represent an organization's way of work. The establishment and standardization of work methods helps to reduce the need for each

person to invent a way of accomplishing a given task. Procedures also enable the work of several organizational members to be coordinated through agreed upon patterns of work and reporting systems. Procedures should be adhered to as long as they contribute constructively to the efficient accomplishment of the organization's objectives. However, it is symptomatic of what some have called "organizational dry-rot" when procedures that have outlived their usefulness are retained and rigidly adhered to. Constant, systematic review and improvement of procedures is an important part of this management activity.

ORGANIZING

Management organizing may be defined as grouping activities in logical patterns, delineating responsibilities and authority, and establishing relationships which will enable people to work effectively and efficiently together in pursuit of the organization's objectives. With changes in plans and in people, there ususally will be concommitant changes in organization patterns. Different goals will require the deployment of resources in new combinations perhaps with the addition of altogether new resources. New people will relate in new ways to an enterprise which will call for the determination of organization patterns that will maximize their contributions. Management organizing is a recurring process that takes into account the changing priorities of the organization, the manner in which organizational resources are allocated and the coming and going of people, each person having a unique personality and contributions to make to the organization.

Organizing may be said to include the following activities:

Developing organization structure: Designing the organization chart shows how the parts of an organization fit in relation to one another and in relation to the objectives of the organization. The structure clearly indicates division of responsibility and authority, accountability to superiors and for subordinates, and formal lines of communication. There is a great variety of organization types ranging from the high pyramid of bureaucratic structure developed early in the industrial revolution to the relatively flat structure of the human relations model more recently developed in response to tensions between individual and management goals and the scientific and technological revolution. It has been predicted that in organizational structures of the future "People will be differentiated not vertically according to rank and role but flexibly according to skill and professional training." Warren Bennis, author of the prediction quoted above, also speculates that organization structures will increasingly be centered around problems-to-be-solved and will be characterized by their temporary nature.

In developing an organization structure it is also important to give attention to both the formal and informal aspects of people relationships. Severe discontinuity between the formal structure and the informal relationships can produce major friction and misunderstandings. With proper attention, however, a structure may be devised that provides for the formal and informal relationships to be mutually complementary.

Establishing position qualifications: Positions within the organization structure will each have responsibilities and authority for effective contribution to organizational objectives. Given those positional expectations, the manager determines the education, experience, and skills which he considers requisite for the adequate fulfillment of those expectations. Some forces which may have impact on the nature of the qualifications appropriate for a position may include: changes in organizational objectives, policies, strategies, budgets, and procedures; legacy of previous position holders; addition or deletion of skills in other related positions; changing environmental or technological conditions impinging on the organization; and so forth.

Delegating: To function with a high degree of effectiveness, a manager must delegate some of his responsibilities to others. Delegating does not exempt the manager from accountability for overall results. It does, however, free the manager to focus his energy on general objectives in the knowledge that specific activities which will contribute to the achievement of those objectives are being worked on by others. It is through the act of delegating that a manager can effectively "multiply his energies" in pursuit of a goal. When delegating to others, it may be helpful to keep in mind some things which must be delegated along with part of the responsibility of the manager. Information and resources related to the responsibility must also be made available together with the authority to make use of such information and resources. In the act of delegating, the manager retains the responsibility for exacting accountability for results from the subordinate and to see that those results are achieved in ways that are consistent with appropriate policies and procedures of the organization.

LEADING

Management leading has to do with those activities that equip, facilitate, and assist others in getting the work of the organization done. A great deal of attention has been given recently to the development of "managerial styles" that constructively contribute to effective management leadership. "Leadership" in management has been defined as "influencing people to accomplish desired objectives." In this sense, leadership is considered strictly as a part of the function of management. For purposes of this discussion we will confine the consideration of leadership to this framework.

Leading may be said to include the following activities:

Selecting: The recruitment of people to fill organizational positions and assume responsibilities on behalf of organizational objectives is the central activity in selecting personnel. Clear positional expectations and careful attention to requisite qualifications are essential to the adequate fulfillment of this activity. Skill in selection interviewing is an indispensible asset.

Orienting: Helping new persons accommodate themselves to the work situation is part of orienting. Much of the orientation process is very subtle yet so obvious as to almost get left out of deliberate orientation plans. A new employee, during this important process, is "checking out" the organization for its ways of work, its people, and its climate. So, too, are present members familiarizing themselves with the new employee. Many crucial impressions are made during this time and they should not be left to chance.

Training: Training will always be required for new personnel regardless of their credentials and previous experience. The organization itself presents a new "system" for the person to become proficient in using. As position responsibilities are adopted, skills may need to be acquired or sharpened through instruction or practice.

Developing: The deliberate process of helping people to improve their knowledge, skills, and attitudes is essential to maintain the ability for effective response to and initiation of needed changes in the organization and its environment. It is through the development process that an organization is assured of management leadership in the future.

Motivating: Acting to bring about or maintain a person's will-to-work is part of the complex process of motivating. There is a growing consensus that one man cannot directly motivate another. Motivation comes from within an individual in response to relationships with others (particularly the supervisor), working conditions, and consistency between organization goals and individual goals, among other factors.

Coordinating: Helping to "see that everything comes out at the same time", a feat accomplished regularly by homemakers in their kitchens, is the essence of the management activity identified as coordinating. Some of the factors included in the coordinating activity are timing, availability of appropriate resources and information, communication of "the big picture", unifying efforts of many, making necessary decisions, and maintaining a focus on the overall goal.

Managing differences: Differences in personalities, temperaments, work habits, opinions, and experiences all can contribute to conflict among people working together. Such conflict can be a vital force for innovation and improvement when managed in an atmosphere of openness and mutual respect for independent thinking. When not managed carefully, conflict can quickly sap the energy of organization members and virtually immobilize efforts toward accomplishing work objectives.

Managing change: Facilitating experimentation and fostering creativity are important management activities. Helping others to deal effectively with changes occurring around them in the organization is also part of this management activity. Perhaps the most critical part of helping manage change effectively is the sharing of relevant information about the change with those whom the change affects.

Change often produces ambiguity and ambivalence in people which, when understood, may be tolerated rather easily. In the absence of information to aid in understanding, misinformation or misunderstanding may lead to unnecessary crises and blocks to the achievement of organizational objectives.

CONTROLLING

Management controlling is the process of comparing actual results with the anticipated results and making modifications based on variances between the two. Organizational controls are the objectives and plans of the organization, not the decisions of the manager. Management controlling requires feedback from the systems of the organization relating to the manager's areas of responsibility. With this feedback information, the manager is prompted into action in the process of controlling.

Controlling may be said to include the following activities:

Establishing reporting systems: The basis on which controlling rests is the availability of information to the manager. Reporting systems are set up to provide the manager with needed information at appropriate times and in a form that facilitates the determination of variances between plans and actual results.

Developing performance standards: Performance standards identify the minimum conditions which will exist when a given job has been performed adequately. Standards by which a person's performance is to be measured should be known in advance of the performance by both the manager and the subordinate.

Measuring performance: Based on feedback, the management activity in measuring performance is to compare actual results with desired results and determine the existence and extent of a variance between the two.

Taking corrective action: When there is a negative variance between results and plans, the manager analyzes the possible causes of the variation and institutes modifications in the performance conditions that will bring performance in line with plans.

Providing rewards: Performance that meets or exceeds expectations is rewarded by management through praise, remuneration, or addition and improvement of work benefits. Positive performance should always result in positive feedback to the performer both as reward for past results and encouragement for future efforts and development.

Three final thoughts. Management is different from administration. Management, it will be remembered, is the process of achieving organizational objectives through the efforts of others. Administration is part of management in that it has to do with the managing of the details of executive affairs. Effective administration is an essential part of management. For example, sound administration will make it easy to secure necessary information at the time when it is needed. Effective management will make use of that information to produce actions required for the achievement of the organization's goals.

It is unlikely that an organization will have all of the talents, insights, skills, understandings, techniques, and attitudes subsumed in the total P.O.L.C. management framework wrapped up in one person. To expect any one individual to completely fulfill such expectations would be unreasonable. However, all of the functions and sub-functions do require expert attention somewhere within the organization in order to secure effective management. It is suggested that a team of managers, each with specific complementary areas of expertise could provide the organization with the total management capability necessary without making unreasonable expectations or demands on any one individual.

Finally, the four major functions of management are not static and mutually independent. A manager may motivate his people to follow established plans, but he also plans how to motivate them. He may select personnel according to the controls of the organization, but he also exercises controlling practices in his supervision of his personnel. Throughout his work in planning, organizing, leading and controlling, the manager is making decisions. Decision making pervades the entire managerial process. Deciding is not an element of the manager's job. It is the manager's job.

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OF RESOURCES IN

MANAGEMENT

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General References
Planning
Organizing
Staffing
Directing
Controlling
Problem Solving
Decision Making
Communicating

Prepared by:
David E. Hartl and Janet R. Davis
May, 1974

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MANAGING THE COMMUNITY SERVICES
AND CONTINUING EDUCATION ENTERPRISE

May 15-16, 1974

Some suggested activities for following-up the application of the management framework:

Within your organization:

- Staff meetings to review your operation using P.O.S.D.C. framework as criteria; identify areas for systematic improvement.
- Divide staff by P.O.S.D.C. to examine operation & report ways improvements can be made.
- Identify staff training needs according to P.O.S.D.C. & implement in-house learning programs based on those needs.
- Secure services of third-party consultants to assist in organizational management analysis & implementing learning activities.
- Attend outside learning programs based on needs determined by P.O.S.D.C. analysis.
- Review next year's plans according to "Planning" steps.
- Review your organization & job descriptions according to "Organizing" steps.
- Review your practices for staff orienting & training based on "Staffing" steps.
- Review the effectiveness of staff leadership according to "Directing" steps.
- Review the ability of the organization to keep "on-track" toward its objectives according to "Controlling" steps.
- And other activities of specific interest to you.

Within your regional area:

- Meet with Deans/Directors to begin forecasting program planning trends for your area.
- Identify areas of potential or real conflict among your institutions and develop plans for minimizing that conflict.

-Develop on-going regional staff orientation, training and development programs.

-Cooperatively develop evaluation systems for similar programming in your area (i.e. establish goals, performance criteria, measuring devices, and reporting systems)

-Discuss means of creative sharing of available resources (i.e. facilities, staff, equipment, mailing lists) within your area among higher education institutions, community agencies, business enterprises etc.

-Meet to discuss creative alternative organizational structures and begin to develop optional models that will facilitate your institutions objectives.

-Seek out other organizations (i.e. business) that are also doing forecasting and market research and begin to develop ways of cooperatively using that information for your mutual benefit.

-Organize meetings between program coordinators, county agents etc. for the purpose of seeking cooperation and ways to more effectively perform their jobs.

-Team up with other institutions for 3rd party consultation on how your institutions can more effectively cooperate in meeting common objectives.

-Develop an information network for common interests and creative problem solving techniques.

-Identify similar program areas for cooperation in generating resources through grant/contract applications.

-Continue the process of joint problem solving using the P.O.S.D.C. model as used at this conference.

-Develop a list of other joint activities that are of specific interest to you and pursue them systematically.

MARYLAND COMMUNITY SERVICE/CONTINUING EDUCATION PROJECT

Evaluation Form
"Managing the CS/CE Enterprise Workshop"
Program I -- May 15-16, 1974

Please rate the items listed below according to the categories indicated. Please do not mark on the vertical lines, only within category sections. Thanks very much.

1. The objectives of the workshop	Unclear			Clear
2. The design of the workshop	Poor			Superior
3. My involvement in the process	Shallow			Deep
4. The relevance of the Management framework to my work	Irrelevant			Highly Relevant
5. The presentation (written and verbal) of the management framework	Unhelpful			Extremely Helpful
6. The team discussion about applying the management framework	Unhelpful			Extremely Helpful
7. The consultant resource process during team meetings	Unhelpful			Extremely Helpful
8. The team presentations Thursday morning	Unhelpful			Extremely Helpful
9. The Classified Bibliography	Unhelpful			Extremely Helpful
10. The back-home group discussion	Unhelpful			Extremely Helpful

What changes would you suggest to improve this workshop?

What were the best aspects of the workshop for you?

What were the worst aspects of the workshop for you?

What is your general, overall estimate of the value of this workshop?

Please indicate if you were absent during part of the workshop.

Thanks very much for your help.

Program I MD CS/CE
May 15-16, 1974

MARYLAND COMMUNITY SERVICES & CONTINUING EDUCATION PROJECT

MANAGING THE CS/CE ENTERPRISE

May 15-16, 1974

EVALUATION SUMMARY

ITEM	RATING					TOTAL
The Objectives of The Workshop	Clear	4	3	2	1	Unclear	
No response = 0		11	4	0	0		15
Average rating = 3.73		73%	27%	0%	0%		100%
The Design of the Workshop	Superior	4	3	2	1	Poor	
No response = 1		8	6	0	0		14
Average rating = 3.57		57%	43%	0%	0%		100%
My involvement in the Process	Deep	4	3	2	1	Shallow	
No response = 1		4	7	3	0		14
Average rating = 3.07		29%	50%	21%	0%		100%
The Relevance of the Management framework to my work	Highly Relevant	4	3	2	1	Irrelevant	
No response = 0		8	4	3	0		15
Average rating = 3.33		53%	27%	20%	0%		100%
The Presentation of the management framework	Extremely Helpful	4	3	2	1	Unhelpful	
No response = 0		10	5	0	0		15
Average rating = 3.67		67%	33%	0%	0%		100%
The Team Discussion about applying the Management framework	Extremely Helpful	4	3	2	1	Unhelpful	
No response = 2		4	7	1	1		13
Average rating = 3.08		31%	54%	7.5%	7.5%		100%
The Consultant Resource Process during Team Meetings	Extremely Helpful	4	3	2	1	Unhelpful	
No response = 2		4	8	1	0		13
Average rating = 3.23		31%	62%	7%	0%		100%

The Team Presentations Thursday Morning	Extremely Helpful	4	3	2	1	Unhelpful	
No response = 2		7	4	2	0		13
Average rating = 3.38		54%	31%	15%	0%		100%

The Classified Bibliography	Extremely Helpful	4	3	2	1	Unhelpful	
No response = 1		8	6	0	0		14
Average rating = 3.57		57%	43%	0%	0%		100%

The Back Home Group Discussion	Extremely Helpful	4	3	2	1	Unhlepful	
No response = 1		5	4	4	1		14
Average rating = 2.93		36%	28.5%	28.5%	7%		100%

Management Conference
Evaluation Summary, cont.

I. WHAT CHANGES WOULD YOU SUGGEST TO IMPROVE THIS WORKSHOP?

Clearer notion in advance that full time participation was required for effective work. (3)

Less time on team presentation. They tended to be redundant and slowed some of the process.

More instruction from leader - less group work.

Bibliography should include periodicals - Not the article but a list of most relavant periodicals.

None - excellent start. Now we need to go into the specifics.

Would rather not have had an evening session.

None - very well done (2)

Greater information input by workshop leaders.

Give group task assignments earlier in the day before we're all tired.

Provide reading material in advance.

Preparation of a presentation should not be left until evening - but rather in morning hours.

Case studies of "back-home" type problems.

If possible, include more top level policy-makers i.e. Deans etc.

Explore more of the potential for CS/CE.

II. WHAT WERE THE BEST ASPECTS OF THE WORKSHOP FOR YOU?

The management framework and its presentation. (8)

Dr. Hartl is intelligent, articulate and well informed. (3) I enjoyed the atmosphere he created. Now if he would only run for president.

Group interaction and Team Discussions. (4)

The chance to really get involved personally.

Materials given in folders.

Methods of presentation immediately followed by application - with people from other institutions.

Sharing problems and strategies - both in team sessions and informally during lunches and dinner.

Reviewing the basic concepts of management that I was somewhat familiar with but which were clarified more.

Relating presentations and management framwork to "Back-home" problems (2)

III. WHAT WERE THE WORST ASPECTS OF THE WORKSHOP FOR YOU?

Not being involved in a group. (consultant)

Being away from the office for two days.

I didn't listen to other group reports.

None (4)

Three half days would be better than two "l-o-n-g houred" days.

Group process activities - related to my problem of non-attendance during all sessions.

Our group had a hard time cooperating - wasn't goal-oriented and this frustrated me. Also the back-home group discussion came a bit late for maximum effectiveness.

Unable to apply all aspects - only because of newness in the field.

Working with a group where 3 of 5 members had completely alien problems.

IV. WHAT IS YOUR GENERAL, OVERALL ESTIMATE OF THE VALUE OF THIS WORKSHOP?

Useful.

Quite valuable for use later if become a dean.

Excellent (7)

A very real and necessary learning experience.

Very helpful. (3)

Very valuable (2) - maybe not all material at this moment - but good for the future.

Very enlightening.

The workshop was extremely stimulating and certainly brought out commonalities of problems.

Very good.

Worth the time of all administrators.

ABSENT DURING PART OF WORKSHOP - 5 yes

COMMENTS

"I have had many management courses and participated in many workshops, case studies, etc. and have a knowledge of the management concept (POSDC) as presented but this is the first time the framework has been laid out for me in a way which his applicable to my job at hand. In other programs I had to sift out the chaff and relate the aspects to my job. I may have made mistakes but mostly it was too time consuming to make the relation and the knowledge was too often side-lined and not used to advantage."

APPENDIX D

Evaluation of Proposal Writers Institute

MARYLAND COMMUNITY SERVICES/CONTINUING EDUCATION PROJECT

Evaluation Form

PROPOSAL WRITER'S WORKSHOP
June 5-6, 1974

Please rate the items listed below according to the categories indicated. Please do not mark on the vertical lines, only within category sections (based on a 4-point Likert scale.) Thank you.

The objectives of the workshop: UNCLEAR 1 2 3 4 CLEAR

The design of the workshop: POOR 1 2 3 4 SUPERIOR

My involvement in the process: SHALLOW 1 2 3 4 DEEP

The relevance of the content of the workshop to my work: IRRELEVANT 1 2 3 4 RELEVANT

The presentation of the materials (written): UNHELPFUL 1 2 3 4 HELPFUL

The presentation of the materials (verbal): UNHELPFUL 1 2 3 4 HELPFUL

What changes would you suggest to improve this workshop?

What were the best aspects of the workshop for you?

What were the worst aspects of the workshop for you?

What is your general, overall estimate of the value of this workshop?

Thank you for your help.

Program II, MDCS/CE
June 5-6, 1974

Review of terms--glossary.

Had to leave for another meeting.

Dr. Buskey's voice isn't quite strong enough.

Temperature--too cool.

Traffic downtown.

None (2)

IV. WHAT IS YOUR GENERAL, OVERALL ESTIMATE OF THE VALUE OF THIS WORKSHOP?

Superior--Best workshop I have attended. So much given. Environment conductive to learning.

I learned enough to know I need more.

This type of workshop is always valuable.

Extremely helpful in understanding the conditions under which I work as a project Director!

Excellent (4)

Very good.

Very valuable to me if I write a proposal--& if not in selling programs to necessary people.

It was very meaningful for me as I am just being introduced to all of the technicalities of proposals, both submitting proposals & managing them.

Extremely informative & helpful.

APPENDIX E

Case Studies for Promoting and Publicizing Programs

Evaluation of Promoting and Publicizing Programs

CASE STUDY I

You have developed a series of short courses for the Summer session that you feel includes a good variety and wide range of appeal. Included are courses in the areas of academic review, consumer and community concerns, organization and management, personal and physical development, and arts and crafts. Although you have experienced considerable success in enrollment for your Fall and Spring programs, it seems as though your Summer enrollment figures have been declining.

Compounding the problem is the fact that you are located in a metropolitan area where several other institutions are experiencing the same summer enrollment slump. Classes begin in six weeks and you are interested in increasing the chances that your courses will be filled.

WORK GROUP TASK

Develop a strategy for promoting this program including supporting data on why certain decisions were made. Include the following:

1. Determine the program viability
2. Define the target audience
3. Develop a promotion expense budget
4. Select appropriate media and methods and describe them
5. Suggest an evaluation mechanism

The group, of necessity, will have to make many assumptions in order to proceed from one step to the next. You are encouraged to do so. The objective of this exercise is to develop creative strategies and to generate new ideas, not to get bogged down in technical hassels.

So relax, let yourself go, and HAVE FUN!

CASE STUDY II

Your institution has developed through the cooperation of its faculty, staff and students, a speaker's bureau where speakers have committed themselves to donate their time to speak to groups on topics in which the speaker has some expertise. Included in the topical areas are Adult Education, Banking, Drugs, Ecology, Fine Arts, Government and Politics, Investments, Law Enforcement, Management, Personal Development and Sports.

Any group within the State of Maryland may request the services of these speakers. Sponsoring organizations are expected to pay the travel and incidental expenses or honoraria as the normal policy of their organization dictates. Public service groups however, may secure a speaker without charge, even for expenses.

You are interested in promoting this concept and in increasing the number of organizations utilizing this service.

WORK GROUP TASK

Develop a strategy for promoting this program including supporting data on why certain decisions were made. Include the following:

1. Determine the program viability
2. Define the target audience
3. Develop a promotion expense budget
4. Select appropriate media and methods and describe them
5. Suggest an evaluation mechanism

The group, of necessity, will have to make many assumptions in order to proceed from one step to the next. You are encouraged to do so. The objective of this exercise is to develop creative strategies and to generate new ideas, not to get bogged down in technical hassels.

So relax, let yourself go, and HAVE FUN!

CASE STUDY III

You have developed a one week Summer institute for persons in the computer science field who wish to update their knowledge and skills in the design and implementation of Operating Systems and software development. Your program design necessitates that participants have basic knowledge of computer architecture and programming experience in at least one programming language. Although no particular system will be discussed in detail, examples from existing systems will be presented. Practical rather than theoretical approaches will be emphasized.

Enrollment is limited to 40 participants with a registration fee of $325.00 which does not include lodging. The institute is to be held from August 26-30, 1974. It is now May 15, 1974.

WORK GROUP TASK

Develop a strategy for promoting this program including supporting data on why certain decisions were made. Include the following:

1. Determine the program viability
2. Define the target audience
3. Develop a promotion expense budget
4. Select appropriate media and methods and describe them
5. Suggest an evaluation mechanism

The group, of necessity, will have to make many assumptions in order to proceed from one step to the next. You are encouraged to do so. The objective of this exercise is to develop creative strategies and to generate new ideas, not to get bogged down in technical hassels.

So relax, let yourself go, and HAVE FUN!

CASE STUDY IV

You are responsible for promoting "The Esalen Mid-Atlantic Conference" to be held at a conference center in Baltimore. This conference marks the first time that group leaders, theoreticians and researchers from Esalen have come together to present a program in the Mid-Atlantic States. The purpose of this weekend conference is:

1. to give participants a panoramic view and experience of Esalen programs, which include explorations in education, medicine, the family, self awareness, interpersonal relationships, the human body, psychology, and religion; and

2. to demonstrate and reflect upon new developments.

The sessions are designed to be both experiential and theoretical including: encounter, psychosynthesis, gestalt awareness, meditation, the Feldenkrais Body Awareness Method, the Esalen sports program.

The conference will be held the weekend of August 2, 3, and 4, 1974 with a registration fee of $75.00 for Friday evening to Sunday afternoon. Some 300 participants are projected to attend the conference. It is now May 15, 1974.

WORK GROUP TASK

Develop a strategy for promoting this program including supporting data on why certain decisions were made. Include the following:

1. Determine the program viability

2. Define the target audience

3. Develop a promotion expense budget

4. Select appropriate media and methods and describe them

5. Suggest an evaluation mechanism

The group, of necessity, will have to make many assumptions in order to proceed from one step to the next. You are encouraged to do so. The objective of this exercise is to develop creative strategies and to generate new ideas, not to get bogged down in technical hassels.

So relax, let yourself go, and HAVE FUN!

MARYLAND COMMUNITY SERVICES/CONTINUING EDUCATION PROJECT

Evaluation Form

PROMOTING AND PUBLICIZING PROGRAMS
June 25-26, 1974

Please rate the items listed below according to the categories indicated. Please do not mark on the vertical lines, only within category sections (based on a 4-point Likert scale.) Thank you.

The objectives of the workshop: UNCLEAR 1 2 3 4 CLEAR

The design of the workshop: POOR 1 2 3 4 SUPERIOR

My involvement in the process: SHALLOW 1 2 3 4 DEEP

The relevance of the content of the workshop to my work: IRRELEVANT 1 2 3 4 RELEVANT

The presentation of the materials: UNHELPFUL 1 2 3 4 HELPFUL

The case studies and team discussions: UNHELPFUL 1 2 3 4 HELPFUL

The team presentations on second day: UNHELPFUL 1 2 3 4 HELPFUL

What changes would you suggest to improve this workshop?

What were the best aspects of the workshop for you?

What were the worst aspects of the workshop for you?

What is your general, overall estimate of the value of this workshop?

Program III
Maryland CS/CE Proj.
June 25-26, 1974

MARYLAND COMMUNITY SERVICES & CONTINUING EDUCATION PROJECT

PROMOTING AND PUBLICIZING PROGRAMS

JUNE 25-26, 1974

EVALUATION SUMMARY

ITEM		RATING					TOTAL
The Objectives of the Workshop	Clear	4	3	2	1	Unclear	
No response = 0		8	12	0	0		20
Average rating = 3.40		40%	60%	0%	0%		100%
The Design of the Workshop	Superior	4	3	2	1	Poor	
No response = 0		0	9	10	1		20
Average rating = 2.40		0%	45%	50%	5%		100%
My Involvement in the Process	Deep	4	3	2	1	Shallow	
No response = 0		2	8	10	0		20
Average rating = 2.60		10%	40%	50%	0%		100%
The Relevance of the Content of the Workshop to my work	Relevant	4	3	2	1	Irrelevant	
No response = 0		9	7	4	0		20
Average rating = 3.25		45%	35%	20%	0%		100%
The Presentation of Materials	Helpful	4	3	2	1	Unhelpful	
No response = 1		6	3	7	3		20
Average rating = 2.63		31%	16%	37%	16%		100%
The Case Studies and Team Discussions	Helpful	4	3	2	1	Unhelpful	
No response = 0		3	7	9	1		20
Average rating = 2.60		15%	35%	45%	5%		100%
The Team Presentations on Second Day	Helpful	4	3	2	1	Unhelpful	
No response = 0		4	5	8	3		20
Average rating = 2.50		20%	25%	40%	15%		100%

I. WHAT CHANGES WOULD YOU SUGGEST TO IMPROVE THIS WORKSHOP?

Good start-build on it--utilize home situations more--specialise--go in depth on relevant points.

The workshop leader needs to be more relaxed. She didn't seem really open to share w/her audience. Participants needed more time "doing" things rather than being lectured.

More discussion of publicity methods--hints on how to, experiences, what works where and why (not just leader's ideas).

More individual involvement--better order.

If could have been conducted in a single day. (3)

Speaker should sit closer--less dreary stuff in evening--or no evening session. Try for some short involvements--spontaneous "group thinks" from time to time.

Better desing--build discussions around models--good/bad examples.

More specifics.

Shorter Periods 9-4:30 instead of 9-9.

Drop the team discussions/presentations. They were too long, too tiring and too boring to listen to presented. They could have been helpful if done as group brainstorming.

Tighter scheduling-and running on schedule. More than one resource person.

Shorten it--present several viewpoints on promotion & its methods--break down into specialized groups.

I thought there should have been several different speakers with different backgrounds.

More discussions on elements to be included in brochures. Title of workshop should possibly be "Direct Mail, your primary promotional vehicle".

Firmer organization of material to preclude repetition.

Less "sitting" on part of participants & instructors--Better integration of learning process & content.

Room--too large--people were scattered--no feeling of cohesiveness; tough on resource person. Resource person was not a trainer: she has a wealth of experience but the manner in which it was presented was less than effective. Despite the fact that little has been written in the area, I feel certain that some meaningful hand-outs could have been developed. Also, other key points & context material could have been duplicated for hand-out. Other trainers might have been helpful.

Tighter structure.

Better organization of subject content--perhaps more visuals, samples.

II. WHAT WERE THE BEST ASPECTS OF THE WORKSHOP FOR YOU?

Contact with such a mixed group with different/similar needs.

The case studies and team presentations. Also, I found the critique of the sample publicity items quite helpful.

Case studies & meeting with the other community services people--would have liked more exchange of ideas on identification of target groups (how to) & reaching hare to reach groups.

Exchange of information.

The morning presentation of the speaker; meeting professionals from other campuses (2).

1st day listening to Ms. Solinger & questions.

Very knowledgeable & intelligent speaker--Her comments on group efforts.

Contact with colleagues--individual discussions.

Guidelines--suggestions for promotions esp. direct mail info.--1st day, information.

Team Assignments.

Its relevance to my job and the many practical ideas.

New marketing techniques.

Information given by resource person as to successful types of promotion.

Team presentations & discussions.

Discussion of direct mail.

Critique of publications, overview. Enjoyed team/case studies but do not feel learned much.

Case studies--I feel that instead of using UM past experiences, perhaps current projects of participants might have proven to be more productive for all.

Discussion.

III. WHAT WERE THE WORST ASPECTS OF THE WORKSHOP FOR YOU?

Lack of development of personal contact on my part and course planners part.

Being lectured on many points I already knew--I wanted the workshop leader to give me some thing really "new" to what is needed to do a good job of promoting.

Main speaker disorganized meandering. Difficult to follow although obviously knowledgeable in field. Design of workshop did not coincide with capabilities of workshop leader so that she felt uncomfortable with format and was often defensive.

Not enough involvement.

Too long, evening workshop.

Case studies (2).

A little too much one-way communication 1st afternoon--too long to sit passively

Contact with colleagues--individual discussions.

Sometimes repetitive, but this served to reinforce the ideas.

Listening to team presentations.

Could be condensed into a one day workshop.

The air conditioning the night sessions.

Time--could have been tightened up & held in 2 days 8:30 -4·30.

Program seem to be too losely conducted.

Too much emphasis on publicity of programs. That is of maximum importance but it is not promoting & publicizing.

Structure of workshop.

Repetition of ideas.

From a subjective point of view--and past experience--overall the workshop wasn't that beneficial to me.

IV. WHAT IS YOUR GENERAL, OVERALL ESTIMATE OF THE VALUE OF THIS WORKSHOP?

Good--worthwhile--a start

Limited! It could have been done in one full day just as well. The workshop leader seems to be a nice person in general, but not very good at making a presentation over a long period of time.

Poos. Format did not meet objectives 1, 2 & 3. No. 1 was never even mentioned. No. 2 was done only from leader's point of view. No. 3 was done only outside the conference time. What did come out of the conference were some helpful hints and an opportunity to do case studies.

Objectives good but design and implementation would have been better.

Helpful.

Excellent--very clear, presentation of information pertinent to my work.

I found it very interesting & really helpful to do a more inovative job.

Fair.

Valuable to me.

Did not cover my primary concern of promotion however, I did learn more about direct mailing.

Excellent. One of the best conference/workshops I've been to for a long time.

Very beneficial in terms of techniques, methods, I could have used more info no copy/ad ideas and how much different techniques cost as opposed to effectiveness.

Good review of basic methods--would have liked more info on marketing techniques.

Only valuable if the promotion people and the CS people attend together to work out common problems.

Perhaps valuable for program coordinators but not helpful for people involved solely in publicity & publications & not in programming.

Generally good. Revealed a postion of promotional activity of which I had little prior knowledge.

Much valuable information but presented in a fragmented and uneven manner. Pleasent association with colleagues an important spill-off. Uncomfortable temperature of the meeting room was a very serious deterrent to audience receptivity. Sessions seem too long when you are miserable!

I learned some important aspects of promotion--but not enough opportunity existed for exchange of participant ideas--or for treating individual needs.

No question of the value of studying promotion--perhaps a different approach?

More valuable for program planners than for those with some experience in promotion and advertising.

Although program viability is cricial to success, I felt too much emphasis was placed on program development rather that on the purpose of the conference--the promotion of the program.

APPENDIX F

Evaluation of the
Conference on the Continuing Education Unit

Evaluation Form

CONFERENCE ON THE CONTINUING EDUCATION UNIT

July 10, 1974

Please rate the items listed below according to the categories indicated. Put check (✓) above the appropriate number. Thank you for your help.

The objectives of the workshop: UNCLEAR 1 2 3 4 CLEAR

The design of the workshop: POOR 1 2 3 4 SUPERIOR

My involvement in the process: SHALLOW 1 2 3 4 DEEP

The relevance of the content of the workshop to my work: IRRELEVANT 1 2 3 4 RELEVANT

The presentation of the materials: (written and verbal) UNHELPFUL 1 2 3 4 HELPFUL

What changes would you suggest to improve this workshop?

What were the best aspects of the workshop for you?

What were the worst aspects of the workshop for you?

What is your general, overall estimate of the value of this workshop?

(Continued on reverse side)

List any further issues related to the Continuing Education Unit that you would like to have covered in subsequent conferences.

Are there other ways in which you see that your institution could be helped on issues related to the Continuing Education Unit (i.e. packets of materials, consultation, inter-institutional meetings, etc.). Please elaborate.

Program IV
Maryland CS/C
July 10, 1974

Afternoon Session.

Being able to share with others my concerns and lack of knowledge of the CEU concept.

Well-planned.

Discussion and feedback from resource panel. (3)

Individual concerns & questions.

Resource Panel & interaction from groups/individuals.

The entire presentation & comments from groups.

Expertise of Keith & resourse panel.

Discussion groups need leadership but provided an opportunity for information exchange.

The information.

Presentation by Dr. Glanz.

Matters relating to record keeping and insurance of transcripts.

The variety of speakers, media & presentation. The knowledgability of the speakers.

Providing me with basic materials and discussion concerning the CEU. It prompted a number of basic issues which need restoration.

Discussion groups, relaxed climate, visual sides, varied resource panel.

Initial exposure to the CEU concept.

Answers to the questions in the afternoon--as well as an indication that not all questions are answerable at this stage.

Presentation of CEU objectives & definition.

None were very good--management & org. was good - Good job, Chris.

Helped to sharpen the issues on the CEU & gave opportunity to respond to those issues.

The benefits of those with knowledge and experience in a troublesome area.

Getting a very good, basic information session on CEU, and having access to Keith.

III. WHAT WERE THE WORST ASPECTS OF THE WORKSHOP FOR YOU?

A long day! (2)

Morning lecture.

123/124/125

Too much sitting & listening.

Ran out of time.

None (2)

N/A (2)

Many unanswered questions.

Program had no low shots--shows good planning.

Groups I was in did not really come in on its topic. Late getting conversation going. Needed a staff person, I think, to come in & stay awhile.

Too many unanswered questions. (I am aware though that answers are not yet available.)

Needed to follow up some of the questions raised in greater depth.

Limited question/discussion time.

The work that remains to be done in CEU.

Too long a morning.

Too pro-oriented--not enough discussion on disadvantages & misgivings.

Glancy, reading out his own notes.

Not being able to identify, let alone discuss, some of the ways in which the CEU system would affect adult education.

IV. WHAT IS YOUR GENERAL, OVERALL ESTIMATE OF THE VALUE OF THIS WORKSHOP?

Quite benificial.

Good (4)

This clarified what CEU really means & where it is & how we can become involved.

2-4pm had highest value question & answer.

Very helpful.

Valuable in informing of present use of CEU.

Excellent learning experience--both Theoretical and financial in nature.

Very good.

Excellent (3)

Very helpful in raising both positive & negative aspects of CEU.

Very helpful in meeting the scope of the CEU development.

Very useful.

I think it was extremely valuable in discussing problems that will develop or need to be fixed so use of the CEU is adopted.

Great.

Beneficial.

Very good for future planning & implementation of CEU.

Worth my time--new slant on the issue--raised many questions but did not five all the answers.

It was poor.

Terrific! Keith & panel and Chris did a splendid job. They obviousely did their homework well.

A very necessary aid in professional updating, and well administered.

Very valuable.

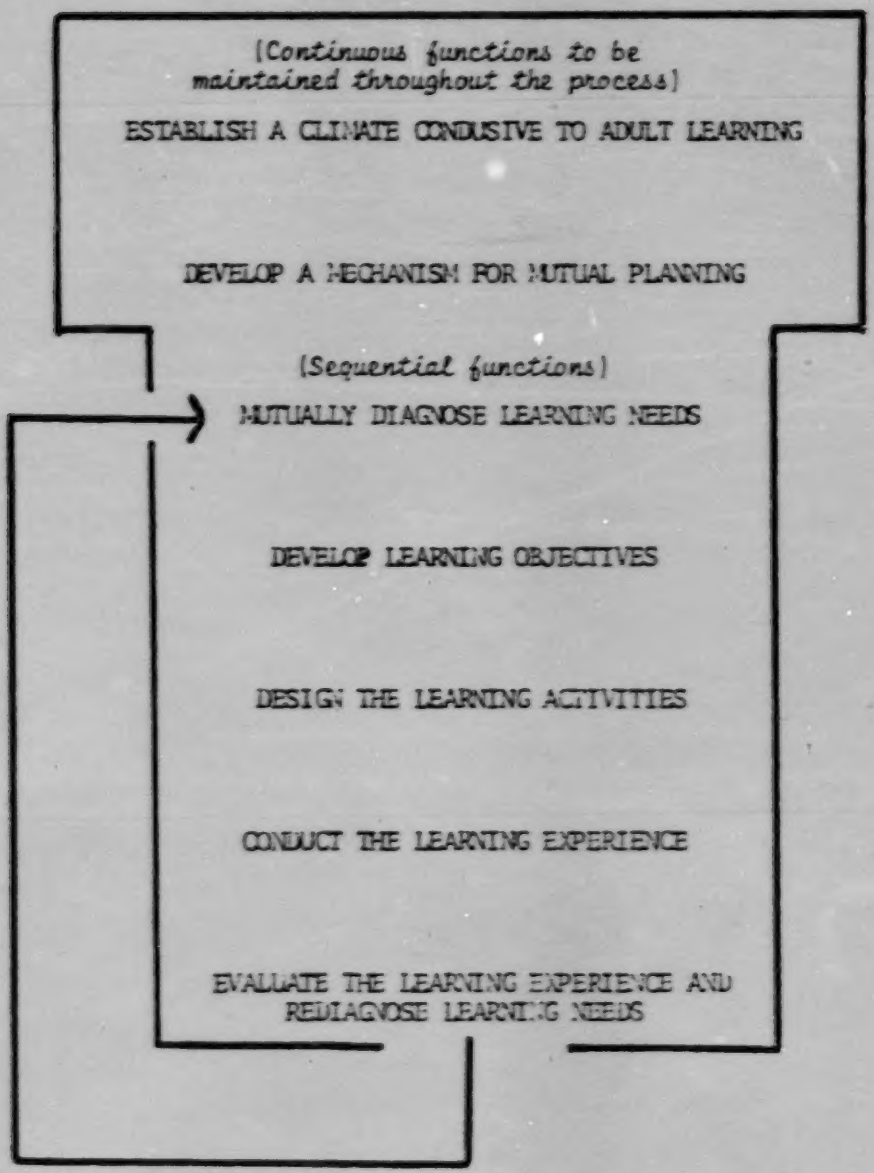
APPENDIX G

Program Planning Workshop Materials

Evaluation of the Program Planning Workshop

THE ANDRAGOGICAL PROCESS OF PROGRAM DEVELOPMENT

A seven-step outline


(Continuous functions to be maintained throughout the process)
ESTABLISH A CLIMATE CONDUSIVE TO ADULT LEARNING
DEVELOP A MECHANISM FOR MUTUAL PLANNING
(Sequential functions)
MUTUALLY DIAGNOSE LEARNING NEEDS
DEVELOP LEARNING OBJECTIVES
DESIGN THE LEARNING ACTIVITIES
CONDUCT THE LEARNING EXPERIENCE
EVALUATE THE LEARNING EXPERIENCE AND REDIAGNOSE LEARNING NEEDS

Reference: Malcolm S. Knowles, The Modern Practice of Adult Education, Andragogy vs. Pedagogy (New York: Association Press, 1970).

MARYLAND COMMUNITY SERVICES/CONTINUING EDUCATION PROJECT

PROGRAM DEVELOPMENT AND PLANNING WORKSHOP

Tuesday, October 22, 1974

WORK GROUP ISSUES - DECISION POINTS

I. GROUP I - ISSUES/QUESTIONS

IDEAS

- Sources for program ideas
- Spin-out from other programs
- Criteria for knowing a good or lousy idea when you see it
- Assessing general overall idea of the short course program
- Assessing how well a specific idea fits into overall program

INSTRUCTOR

- Criteria for selecting instructor
- Methods of interviewing instructors
- Orientation and information provided to instructors
- Expectations of instructors regarding course administration
- Criteria for retaining instructors
- Pay scales for instructors
- In-service training for instructors

PROMOTION

- Criteria for including into a general brochure
- Criteria for specific course flyers
- Matching promotional medium to program
- When to advertize and when not to
- Reaching the right audience
- Reaching new audiences
- Relationship between CS/CE staff and Institutional P.R. office
- Establishing criteria for success in marketing

OUTSIDE (Community)

- Resources available for use (e.g. space, people, media, etc.)
- Contacts that are important to have
- System for keeping track of contacts and resources
- Criteria for developing advisory groups and working with them
- Joint sponsorship of programs - what constitutes "sponsorship" by a community or outside organization

II. GROUP II - ISSUES/QUESTIONS

COURSE DESCRIPTION

- Determining the appropriateness of content for specific audiences
- Matching writing style to audience
- Determining who writes the course description
- Question s to ask regarding the content of the description
- How do you say what you really want to say
- How much information should be included in the course description
- When do you need explicit "objectives" (e.g. statements of specific behavioral change) and when will more general statements of course purposes suffice?

INSTITUTIONAL SUPPORT

- Determining the restrictions and priorities regarding programming
- Creating and maintaining a built-in supply of institutional resources
- Determining whose available
- Determining areas of expertise
- Determining feedback from other sources
- How to make use of the contacts others within the institution can provide
- Criteria for using an institutional resource as opposed to an outside resource

PROGRAMMING THE MARKET

- Determining what needs you're addressing
  re: institution
  special interest groups
  general public
- Alternative methods for determining needs
- Testing the viability of a program idea
- Determining if, when and how to tap new markets
- Maintaining an already committed market
- Quality/Quantity issues in programming

BUDGETING

- Considerations in developing a course budget
- Writing contractual agreements
- Legal support/implications
- Identifying a workable budget classification system
- Monitoring the budget
- Success/failure ratio of programs and implications for budgeting
- Criteria for sponsoring a program that may fail financially
- Determining financial criteria for success of a program
- Relationship of a single program to the total programming budget

III. GROUP III - ISSUES/QUESTIONS

DELIVERING PROGRAMS

- Identifying alternative program delivery formats
- How to select a delivery format for a course
- Financial implications of using a specific course format
- Criteria for developing a program to take advantage of an opportunity presented by a delivery format (e.g. radio on T.V. time, availability of certain space, etc.)
- How to get access to a needed delivery system once a program has been developed

PROGRAM FACILITATION

- Criteria for selecting appropriate space and resources
- Administrative matters that
    1) should be handled by the coordinator
    2) should be handled by the instructor
- How to anticipate emergencies and prepare for them
- Accommodating special and unscheduled requests by instructor
- How to handle a program when an instructor doesn't show
- Who needs to be informed about what

COURSE OUTLINE/DESIGN

- Assumptions regarding adults as learners
- Determining if the design is compatible with the needs of the learner to facilitate the learning process
- Fitting the design/outline with the appropriate delivery system
- How to help an instructor create an effective course/program design

EVALUATION

- Identifying evaluation points in program planning
- Determining appropriate evaluation methods and tools at each point
- Putting the data to effective use
- Establishing a level of confidence in the results of evaluation
- Establishing criteria for success (Evaluating against what?)

MARYLAND COMMUNITY SERVICES/CONTINUING EDUCATION PROJECT

Evaluation Form

PROGRAM DEVELOPMENT AND PLANNING WORKSHOP

October 22, 1974

Please rate the items below according to the categories indicated. Put a (✓) above the appropriate number. Thank you for your help.

The stated goals of the workshop:	UNCLEAR	1 2 3 4	VERY CLEAR
The stated goals of the workshop:	NOT ACHIEVED	1 2 3 4	EXCEEDED
Your personal goals for the workshop:	NOT ACHIEVED	1 2 3 4	EXCEEDED
The design of the workshop:	POOR	1 2 3 4	SUPERIOR
My involvement in the process:	SHALLOW	1 2 3 4	DEEP
The relevance of the workshop content to my work:	IRRELEVANT	1 2 3 4	HIGHLY RELEVANT
The presentations and facilitation process of the workshop leader:	UNHELPFUL	1 2 3 4	EXTREMELY HELPFUL
The three work group sessions:	UNHELPFUL	1 2 3 4	EXTREMELY HELPFUL
The discussion leaders in the work group sessions:	UNHELPFUL	1 2 3 4	EXTREMELY HELPFUL
The work group reports:	UNHELPFUL	1 2 3 4	EXTREMELY HELPFUL
The review and summary process:	UNHELPFUL	1 2 3 4	EXTREMELY HELPFUL

(Continued on reverse side)

What changes would you suggest to improve the workshop?

What were the best aspects of the workshop for you?

What were the worst aspects of the workshop for you?

What is your general, overall estimate of the value of this workshop?

List any further issues related to Program Development and Planning that you would like to have covered in subsequent workshops.

PROGRAM DEVELOPMENT AND PLANNING WORKSHOP

1. What changes would you suggest to improve the workshop?

none
Reduce areas to be covered, if meet more often
The change occurred in the renegotiation - 2 longer workshop sessions
More emphasis on program successes resulting from effective program planning process
Publish material explaining the models in more detail
Some other division of participants a little closer in area of needs & interests
Get a better group of leaders. Stop rehashing the obvious and the known
More key speaker people cutting into the work

2. What were the best aspects of the workshop for you?

Small group sessions
Interchange of ideas with other people
Small group exchange
Identification of common denominators of concern
Initial presentation and workshops
Review of Program Development model
The interchange of information among participants
Group discussion
Liked discussing workshop areas myself
Oates on CCC methods and programs. Good discussion groups - good sharing
Chocolate pudding
Delineation of the development process revealed to me how I do go about things and may alter some future procedures for more effective operation

3. What were the worst aspects of the workshop for you?

4:00 to 4:30
Repeated emphasis on Community College course development within the workgroups
Not enough in-depth clarification of the models
Time constraints
Only 2-3 main points to each report. Too many sheets covered w/information I couldn't absorb
Used the same modality of instruction for the entire day. This approach was tedious, boring, and ineffective. The atmosphere in the afternoon session was dull--everyone seemed bored, asked few questions--all indications that the day's activity was not generating much enthusiasm or interaction. I don't think anybody learned anything new. Workshop was the least valuable of all I've attended here.

Need of "pusher" in group work so that time and Semantics debate didn't override.

4. What is your general, overall estimate of the value of this workshop?

Very good to excellent
Need more time
Very good
Good
Generally satisfactory
Great
Good
Excellent
Probably good, but didn't hit my particular needs--maybe me as much as program.
Good but too much ground covered for much to come into focus.

5. List any further issues related to Program Development and Planning that you would like to have covered in subsequent workshops.

Growth and problems of extension centers.
Bibliography
Would have liked copies of Knowles' and Houles' books available for purchasing
Conference planning
These same issues could be covered in a better workshop--using specific examples--some that were good-some bad-what was the variable that made the difference.

APPENDIX H

Evaluation Seminar Materials

Evaluation of the Evaluation Seminar

CS/CE Seminar on Evaluation in The Planning Process

October 23, 1974

Questionnaire

1. What sorts of problems do you have with evaluation?

2. When do you think you should use evaluation?

3. Why do you think you should evaluate programs?

4. What would you really like to find out about evaluation today?

5. How confident are you in evaluating your programs? (Please mark within the category sections, not on the vertical lines.)

6. Your name _____

CASE STUDY I

Developing Evaluation Questions

TASK: Develop up to 10 evaluation questions which could be asked of participants, instructional staff, and/or support staff about the program attached.

(a) Please use a different format for presenting each question.

(b) Identify the advantages and disadvantages of the format.

(c) Suggest as many criteria as you can to be used in stating good evaluative questions.

* * * * * * * * * * *

CASE STUDY II

Collecting Data

TASK: Attached are 9 items (A through I) which might be used by someone interested in evaluating a program. Each item appears with a specific format. For each item, please do the following:

(a) Describe the data you are likely to have as a result of using the question in that format.

(b) Identify the advantages and disadvantages of having the data available in this form (i.e., what can you do (or not do) with the data in this form?).

(c) What criteria can you suggest to use in selecting questions and formats for evaluation purposes?

* * * * * * * * *

ITEM A: PARTICIPANT OPINIONNAIRE

University College's Center of Adult Education and the Conferences and Institutes Division solicit your opinions about the service we provided during your conference. The responses to this opinionnaire will enable us to evaluate many phases of our operation.

The items included are generally expressed as values which we desire of our employees and characteristics of the facility and the program. The response scale will indicate the positive or negative attitudes you hold on each subject and the intensity of your feelings. Simply check the plus or minus number which expresses your opinion. (Check only one number.)

Conference Program

High										Low
+5	+4	+3	+2	+1	A. Adequate Advance Information on Program	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	B. Adequate Advance Information on Center and Travel	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	C. Clarity of Objectives	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	D. Quality of Speakers	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	E. Program Offered New Ideas	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	F. Program Offered Practical Benefits	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	G. Sufficient Handout Materials	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	H. Program Met Objectives	-1	-2	-3	-4	-5

Comments and Suggestions

ITEM B: Please rate the items listed below according to the categories indicated. Put check (✓) above the appropriate number. Thank you for your help.

The objectives of the workshop: UNCLEAR |—|—|—|—| CLEAR
1 2 3 4

ITEM C: Please rate the items listed below according to the categories indicated. Please do not mark on the vertical lines, only within category sections. Thanks very much.

1. The design of the workshop

Poor			Superior

ITEM D: Conference Organization (Reactions to Organization of Conference)

1. Would you give us your opinions in the following areas (check one in each area).

a. Methods of instruction
Excellent. . . . . 1( )
Satisfactory . . . . . 2( )
Unsatisfactory . . . . 3( )

b. Lectures
More lectures needed. . . . . 1( )
Adequate. . . . . 2( )
Less lectures needed. . . . . 3( )

c. Group discussions
More group discussions needed . . . 1( )
Adequate. . . . . 2( )
Less group discussions needed . . . 3( )

d. Size of conference
Too many participants . . . . 1( )
Size adequate . . . . . 2( )
Too few participants. . . . . 3( )

ITEM E: Please read all of the following statements. Then, circle the letter preceding all those that state how you feel about the Workshop as a whole:

a. It was one of the most rewarding experiences I have ever had.
b. Exactly what I wanted.
c. I hope we have another one in the near future.
d. It provided the kind of experience that I can apply to my own situation.
e. It helped me personally.
f. It solved some problems for me.
g. I think it served its purpose.
h. It had some merits.
i. It was fair.
j. It was neither very good nor very poor.
k. I was mildly disappointed.
l. It was not exactly what I wanted.
m. It was too general.
n. I am not taking any new ideas away.
o. It didn't hold my interest.
p. It was much too superficial.
q. I leave dissatisfied.
r. It was very poorly handled.
s. I didn't learn a thing.
t. It was a complete waste of time.

ITEM F: MAJOR INTERESTS FORM

The planning committee for this conference has endeavored to develop a program that will be of value to the participants. Its value depends in part upon how closely the planning committee has anticipated the major interests of the participant.

This form provides a convenient means for you to indicate, within the general framework of the enclosed draft program, what your major interests are.

Within each of the two selected parts of the conference, please write in your own words the one or two main objectives you have in attending this conference. Then return this form promptly, so that your ideas can be included, when the relative emphasis on the conference topics is determined. Thank you.

A. What are your one or two major interests related to (topic one)? What aspect would you like to have emphasized?

_____ ( )22
( )23
_____ ( )24
( )25

ITEM G: KNOWLEDGE ACQUIRED

This Workshop was designed to increase your understanding of conference planning. In the spaces below each session, briefly indicate the specific principles, attitudes, techniques and/or practices which represent a significant learning experience, i.e., what was learned that can be useful to you as a conference planner.

Make a distinction between (1) information which you did not know of before this Workshop, and (2) information which clarified, amplified or simplified your thinking.

Although the format encourages you to be brief and to the point, do not be general. Avoid simply saying, "I learned more about setting conference objectives." Relate the primary information you picked up in Smith's session.

COMPLETELY NEW INFORMATION	CLARIFIED, AMPLIFIED, SIMPLIFIED INFORMATION

Attitudes Toward Conference Planning - Jones

Roles of the Conference Center and Its Staff - Smith

An Overview of A Systematic Program Planning Process - Jones

ITEM H: TOPIC AND INSTRUCTOR EVALUATION

At the end of each day, please mark your impression regarding the day's sessions on the two items below. To indicate your impression circle the proper number.

How important was the subject or discussion topic for you?

Column A

Most important----------5
Very important----------4
Some importance----------3
Little importance---------2
No importance----------1

Did the presentation have clear and to the point explanations?

Column B

Exceptional----------5
Very good----------4
Good----------3
Fair----------2
Poor----------1

Session (Instructor)	Rating Column A	Rating Column B
Sunday		
Case Study (Smith)	5 4 3 2 1	5 4 3 2 1
Systematic Program Planning Process (Jones)	5 4 3 2 1	5 4 3 2 1
Monday		
Studying Your Community (Doe)	5 4 3 2 1	5 4 3 2 1
Sociodrama (Doe)	5 4 3 2 1	5 4 3 2 1
Selection of Goals and Objectives (Jones)	5 4 3 2 1	5 4 3 2 1
Tuesday		
Communications (Orlinsky)	5 4 3 2 1	5 4 3 2 1
Discussion and Critique Session (Staff)	5 4 3 2 1	5 4 3 2 1
Wednesday		
Adult Learning and Program Design (Knott)	5 4 3 2 1	5 4 3 2 1
Discussion and Critique Session (Staff)	5 4 3 2 1	5 4 3 2 1

ITEM I: Personal Characteristics (Level of Education)

Please check the one category that includes the amount of formal education you have completed.

Less than 8th grade . . . . . 1( )11
8th-11th grade . . . . . 2( )
High School Graduate . . . . . 3( )
Post high school training, other than college . . . . . 4( )
Some college (1-3 years) . . . . . 5( )
College graduate (4 years) . . . . . 6( )
Graduate work (5 or more years of college) . . . . . 7( )
_____ Other . . . . . 8( )
(specify)

CASE STUDY III

Displaying/Summarizing Data

TASK: Attached are three sets of raw data. For each set there are 1 or 2 specific tasks to perform.

When the tasks are completed, identify the advantages and disadvantages of each type of raw data in terms of its usefulness for subsequent action.

SET A

Approximately 43 continuing education people ranked the following items in terms of their priority for professional development.

TASK: Display the data in some manner which shows which are the highest priority and which are the lowest priority.

TOPICAL AREA	PRIORITY				LEN
	Critical	Important	Of Interest	Unimportant	
1. Techniques of Describing program Objectives and Evaluation	9	21	13	0	
2. Organizing and Administering Adult Programs	12	22	9	1	
3. How to Organize and Mobilize Resources and Programs	11	19	9	3	
4. Human Behavior in Organizations	3	10	24	4	
5. How to Work with Community Groups	7	20	13	4	
6. Strategies for Organizational and Community Changes	6	14	18	4	
7. Program Promotion, Publicity, Advertising, and Public Relations	17	18	7	0	
8. Problems Regarding On-Campus and Off-Campus Facilities	12	17	12	3	
9. How to Use Electronic Data Processing	4	17	14	7	
10. Principles and Methods for Research in Community Service/Continuing Education	5	16	18	4	

SET B

These are reactions to a two-day seminar for continuing education personnel.

TASK: Develop a couple of ways to summarize the data so that the reader can quickly understand what changes ought to be made in the program.

I. WHAT CHANGES WOULD YOU SUGGEST TO IMPROVE THIS WORKSHOP?

Good start-build on it--utilize home situations more--specialise--go in depth on relevant points.

The workshop leader needs to be more relaxed. She didn't seem really open to share w/her audience. Participants needed more time "doing" things rather than being lectured.

More discussion of publicity methods--hints on how to, experiences, what works where and why (not just leader's ideas).

More individual involvement--better order.

If could have been conducted in a single day. (3)

Speaker should sit closer--less dreary stuff in evening--or no evening session. Try for some short involvements--spontaneous "group thinks" from time to time.

Better design--build discussions around models--good/bad examples.

More specifics.

Shorter Periods 9-4:30 instead of 9-9.

Drop the team discussions/presentations. They were too long, too tiring and too boring to listen to presented. They could have been helpful if done as group brainstorming.

Tighter scheduling-and running on schedule. More than one resource person.

Shorten it--present several viewpoints on promotion & its methods--break down into specialized groups.

I thought there should have been several different speakers with different backgrounds.

More discussions on elements to be included in brochures. Title of workshop should possibly be "Direct Mail, your primary promotional vehicle".

Firmer organization of material to preclude repetition.

Less "sitting" on part of participants & instructors--Better integration of learning process & content.

Room--too large--people were scattered--no feeling of cohesiveness; tough on resource person. Resource person was not a trainer: she has a wealth of experience but the manner in which it was presented was less than effective. Despite the fact that little has been written in the area, I feel certain that some meaningful hand-outs could have been developed. Also, other key points & context material could have been duplicated for hand-out. Other trainers might have been helpful.

SET C

Evaluation of Objectives

Respondents were asked to evaluate each of the Institutes' stated objectives on a scale of 0-9. This scale indicated a range of satisfaction with the participant's attainment of the objectives from "not at all" (0) to "satisfactory" (5-6) to "completely" (9).

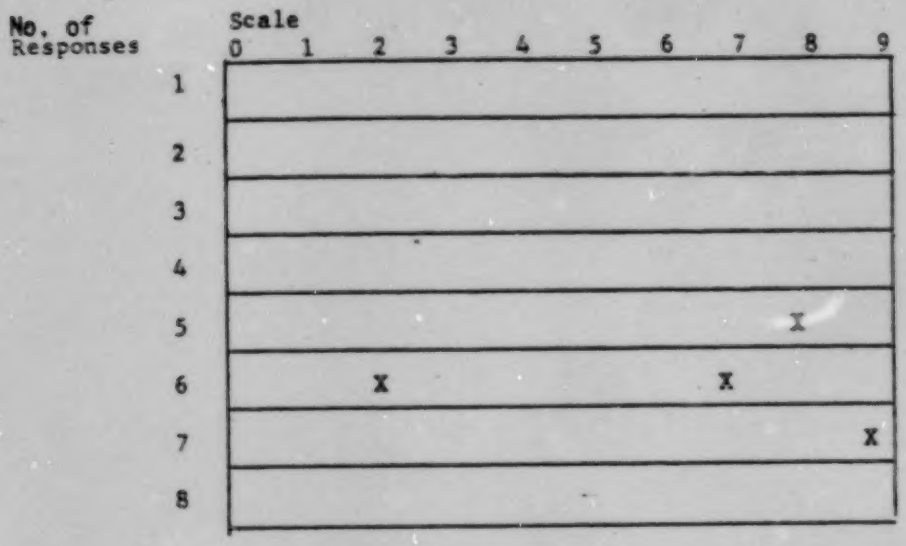
On the next page are the ratings of two objectives.

TASK:

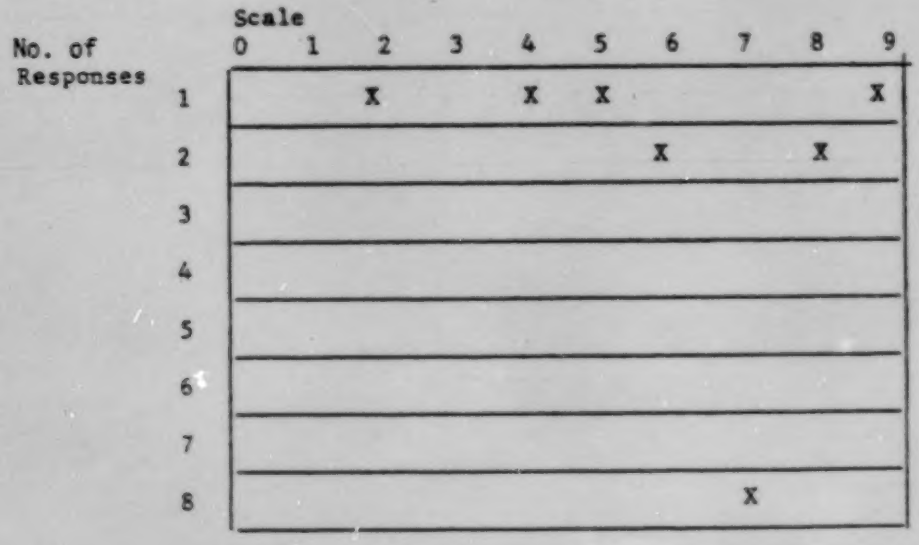
(a) Determine the number of respondents to each question.

(b) Develop at least two alternative ways of summarizing or presenting the data.

2. To help participants develop a basic understanding of the equipment, its operation and the complete process of program development.



3. To examine the ways in which the principles of adult learning can be integrated most effectively in this medium.



CASE STUDY IV

Interpretation of Data

TASK: Attached are two sets of data describing reactions to programs or program sessions. As you review each set of data, answer the following questions:

1) What implications can you draw from the data as to how much and what people learned during the program?

2) What implications are there for program design if you were to conduct this program again?

3) What changes in instructional staff would you make in conducting the program again?

4) Can you answer your client's question "so what?" regarding the value of the program?

SET #1

Seminar No.: 2

STATE ROADS COMMISSION

Summary of Evaluation of Instructors

Column 1: Please rate each instructor in terms of his ability to give information in a lecture, lead relevant discussion and generally motivate you to develop as a manager. Rate according to the following scale:

1 - poor; 2 - fair; 3 - average; 4 - good; 5 - excellent.

Column 2: Please rank the top three and the bottom three instructors in terms of the above ability. Indicate top three in the appropriate order by +1, +2, +3. Indicate the bottom three in appropriate order by -1, -2, -3.

Instructors	Rating	Column 2 +			Total Plus	Column 2 -			Total Minus
		+1	+2	+3		-3	-2	-1	
Dillon	3.0		1	2	3	5	2	3	10
Leete	3.3			1	1	2	4		6
Olson	3.6		3		3	1	1		2
Lamone	3.4	1	1	1	3	5	4	2	11
Schellenberger	1.8				0	3	4	15	22
Tosi	2.6			2	2	1	1		2
Waldrop	4.5	6	5	6	17				0
Nash	3.8	3	1	3	7		1	1	2
Vinocour	3.8	1		2	3	1	3	1	5
McCain	4.7	7	10	3	20				0
Linkow	4.3	6	3	4	13	1		1	2
Schwartz	3.2	1		2	3	6	5	2	13

Total Instructor Mean = 3.5

Seminar No.: 2

STATE ROADS COMMISSION

Summary of Meeting Program Objectives

The objectives of the Management Development Seminars for State Roads Commission Officials, as stated in the proposal transmitted to the Commission on September 1, 1960, are listed below. Please indicate the extent to which these objectives were met or realized in accordance with the 10-point scale. Insert a number next to each objective.

1	2	3	4	5	6	7	8	9	10
not at all				satisfactorily					completely

Scale No.		Objective
7.10	1.	To augment the participants' knowledge of management principles.
6.60	2.	To guide the participants in clarifying their roles and objectives as administrators within the organization.
6.17	3.	To develop the participants' decision-making ability.
7.97	4.	To increase the participants' sensitivity to the human aspects of administration.
7.80	5.	To sharpen the communicative skills required to motivate and lead subordinates in the accomplishment of tasks.
7.07	6.	To enlarge capacities for effective intra-organizational communications, for development of subordinates, and for analyzing and controlling work processes.

Mean = 7.12

Seminar No.: 2

STATE ROADS COMMISSION

Summary of Program Evaluation

Column 1: Please rank each subject (session) of the program in terms of its value, importance, and helpfulness to you as a manager. Rate according to the following scale:

1 - great positive and personal value to me;
2 - substantial positive and personal value to me;
3 - some positive and personal value to me;
4 - little positive and personal value to me;
5 - no positive and personal value to me.

Column 2: Please rank the top five subjects (sessions) in terms of their value, importance, and helpfulness to you as a manager. Indicate top five in the appropriate order by +1, +2, +3, +4, +5. Indicate the bottom five in appropriate order by -1, -2, -3, -4, -5.

Program and Subjects (Instructors)	Column 1 Rating	Column 2 Ranking		Priority Order
		No.+	No.-	
1. Government Organization & Management (Dillon)	3.4	3	19	12
2. Management Functions & Procedures (Leete)	2.8	2	14	10
3. Government Administrative Planning (Dillon)	3.2	1	14	11
4. Administrative Control (Olson)	2.6	6	10	8
5. Problem Solving & Decision Making (Lamone)	2.5	6	11	7
6. Quantitative Decision Making (Schellenberger)	3.9	1	27	12
7. Developing Subordinates (Nash)	2.0	11	2	4
8. Public Relations for A Gov't. Agency (Vinocour)	2.8	6	6	9
9. Understanding Human Nature (Waldrop)	1.7	20	-	1
10. Motivating Subordinates (Waldrop)	1.9	16	2	3
11. Authority Relationships in the Organization (Tosi)	2.4	4	8	6
12. Management By Objectives (Tosi)	2.9	6	7	10
13. The Process of Communication (McCain)	2.0	14	1	4
14. Communicating A Message (Linkow)	1.8	13	3	2
15. Communicating In A Conference (Linkow)	2.1	10	1	5
16. Techniques of Communicating Information: Writing (Schwartz)	2.9	7	9	10
17. Techniques of Communicating Information: Briefing (McCain)	1.8	12	2	2
18. Communicating Within the Organization (Schwartz)	2.8	3	8	9
19. Influencing Organizational Change (McCain)	2.4	8	2	6

Total Program Mean = 2.5

SET #2

First Week
4/27-5 3 1969

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Instructor Evaluation Results

The participants considered the following two questions with regard to each instructor. In the columns on page 2, they wrote the response number which they considered appropriate for each instructor on both questions.

	Question # 1	Question # 2
McCain	3	3

Question #1

To what extent did the instructor grasp or understand your teaching situation (as indicated by your contacts with him in sessions and in informal discussions)?

1 - excellent understanding
2 - good understanding
3 - average understanding
4 - fair understanding
5 - poor understanding

Question #2

To what extent did the instructor prepare and conduct his session(s) to meet your personal needs as a police instructor?

1 - excellent preparation and conduct
2 - good preparation and conduct
3 - average preparation and conduct
4 - fair preparation and conduct
5 - poor preparation and conduct

Instructors	Question 1	Question 2
Dunsing	1.7	1.8
Kelly	3.3	3.9
Koehler	2.4	2.5
Maley	1.4	1.3
McCain	1.4	1.8
O'Shea	2.7	3.4
Schramm	1.6	1.4
Overall	2.1	2.3

First Week
4/27-5/3/1969

POLICE INSTRUCTORS' SEMINAR ON TRAINING

Program Evaluation Results

1. The participants were asked to rate each subject (session) of the first week of the program in terms of its value, importance, and helpfulness to them as an instructor. Ratings were made according to the following scale:

   1 - great positive and personal value
   2 - substantial positive and personal value
   3 - some positive and personal value
   4 - little positive and personal value
   5 - no positive and personal value

Subjects (Instructor)	(1) Great Value	(2) Substantial Value	(3) Some Value	(4) Little Value	(5) No Value
The Learning Process & the Training Process (McCain)	3	7	5	1	
Attitudes Toward Police Instruction (McCain)	4	8	4		
Factors Affecting Learning (Maley)	10	4	2		
Analyzing Training Needs (O'Shea)	2	1	10	3	
The Training Curriculum (O'Shea)	1	3	8	4	
Overview of Training Techniques (McCain)	2	11	3		
The Trainer's View of the Learner (Dunsing)	6	8		1	
The Lecture-Discussion Technique (Dunsing)	5	8	1	1	
The Role Play and Case Techniques (Dunsing)	8	5	4		
Overview of Training Aids (Schramm)	8	5	2		
Practice with Training Aids (Schramm)	9	6	1		

PIST - Program Evaluation Results
Page 2

First Week
4/27-5/3/1969

Subjects (Instructor)	(1) Great Value	(2) Substantial Value	(3) Some Value	(4) Little Value	(5) No Value
Teaching By Demonstration (McCain)	8	7	2		1
Research for Training (Koehler)	5	6	3	1	1
Developing Objectives for Training (Koehler)	5	5	4	3	
Developing Lesson Plans (Koehler)	2	4	6	3	1
Testing and Evaluation (O'Shea)		3	6	6	3
Minimum Standards for the Police Recruit Course (O'Shea)		1	6	9	2
Minimum Standards for Police Instructors (O'Shea)	2	1	4	6	3
Applying Learning to the Job (McCain)	1	7	3	1	

First Week
4/27-5/3 1969

PIST - Program Evaluation Results
Page 3

II. The participants were asked to rank the subjects (sessions) for the first week of the program in terms of their value, importance, and helpfulness, according to the following symbols:

+1 - the most valuable (etc.) subject (session)
+2 - the second most valuable (etc.)
+3 - the third most valuable (etc.)
-1 - the least valuable (etc.) subject (session)
-2 - the second least valuable (etc.)
-3 - the third least valuable (etc.)

Subjects (Instructor)	+1	+2	+3	-1	-2	-3
The Learning Process & the Training Process (McCain)	1	2	1			
Attitudes Toward Police Instruction (McCain)					2	
Factors Affecting Learning (Maley)	6	3	3			
Analyzing Training Needs (O'Shea)				1	1	2
The Training Curriculum (O'Shea)			1			1
The Lecture-Discussion Technique (Dunsing)	1	1	3			1
Overview of Training Techniques (McCain)		1				
The Trainer's View of the Learner (Dunsing)	3	2	1			
The Role Play and Case Techniques (Dunsing)		2	1			
Overview of Training Aids (Schramm)	1	4	2		1	
Practice with Training Aides(Schramm)	4	2	2			2
Teaching By Demonstration (McCain)			1			

PIST - Program Evaluation Results
Page 4

First Week
4/27-5/3/1969

Subjects (Instructor)	+1	+2	+3	-1	-2	-3
Research for Training (Koenler)				4	2	2
Developing Objectives for Training (Koenler)				1		
Developing Lesson Plans (Koehler)			1	1	3	1
Testing and Evaluation (O'Shea)				2	3	1
Minimum Standards for the Police Recruit Course (O'Shea)				5	1	3
Minimum Standards for Police Instructors (O'Shea)				1	3	3
Applying Learning to the Job (McCain)				1		

First Week
4/27-5/3/1969

PIST - Program Evaluation Results
Page 5

1. The experience of attending this portion of the seminar has been of . . .

9 1 - great positive and personal value;
7 2 - substantial positive and personal value;
0 3 - some positive and personal value;
0 4 - little positive and personal value;
0 5 - no positive and personal value.

2. The sessions of this portion of the seminar have acquainted me with. . .

8 1 - a great many new ideas and points of view;
8 2 - a substantial number of new ideas and points of view;
0 3 - some new ideas and points of view;
0 4 - very few new ideas and points of view;
0 5 - no new ideas and points of view.

3. I think that specific information from the reading materials was . . .

1 1 - extremely useful;
10 2 - quite useful;
3 3 - of some use;
2 4 - of very little use;
0 5 - of no use at all.

4. In terms of personal changes in my practice of teaching, this portion of the seminar will probably produce . . .

3 1 - a great many new practices;
7 2 - a substantial number of new practices;
6 3 - some new practices;
0 4 - very few new practices;
0 5 - no new practices.

5. In terms of changes in the department, this portion of the seminar will probably produce . . .

0 1 - a great many new practices;
2 2 - a substantial number of new practices;
11 3 - some new practices;
3 4 - very few new practices;
0 5 - no new practices.

Second Week
5/25-29/1969

POLICE INSTRUCTORS SEMINAR ON TRAINING

FINAL EVALUATION RESULTS

1. How wothwhile was the seminar for you?
   - 14 very worthwhile
   - 1 fairly worthwhile
   - 0 not very worthwhile
   - 0 a waste of time

2. The seminar had:
   - 1 too much material on practice and not enough material on preparation and evaluation
   - 9 too much material on preparation and evaluation and not enough on practice
   - 4 about the right combination of practice and preparation and evaluation

3. The seminar has acquainted me with:
   - 12 many new ideas
   - 2 some new ideas
   - 1 very few new ideas
   - 0 no new ideas

4. In terms of personal changes in your future instruction, this seminar will probably produce:
   - 7 many new practices
   - 6 some new practices
   - 2 very few new practices
   - 0 no new practices

5. In terms of organizational changes in your department this seminar will probably produce:
   - 0 many new practices
   - 10 some new practices
   - 5 very few new practices
   - 0 no new practices

6. On the whole, the seminar was conducted:
   - 11 very well
   - 4 fairly well
   - 0 poorly
   - 0 very poorly

Second Week
5/25-29/1970

PIST - Final Evaluation
Page 2

7. Lecture and discussion:
   - 0 too much discussion
   - 7 too much lecture
   - 8 about the right amount of each

8. Resource People:
   - 1 too many from the University
   - 6 too many from the police community (IACP)
   - 8 OK

9. Visual Aids:
   - 4 not enough movies, charts, etc.
   - 0 too much use of demonstrations, blackboards, movies, charts, etc.
   - 10 OK

10. Reading Material:
   - 3 not enough reading
   - 1 too much reading
   - 11 OK

11. Practice Sessions (second week):
   - 13 excellent learning experience
   - 0 waste of time
   - 2 OK

12. Please read all of the following statements. Then, check those that state how you feel about the seminar as a whole.

   - 5 a. It has some merits.
   - 0 b. It was not exactly what I needed.
   - 11 c. It provided the kind of experience I can apply to my own situations.
   - 0 d. It was a complete waste of time.
   - 0 e. I am not taking any new ideas away.
   - 0 f. It was too general.
   - 10 g. It solved some problems for me.
   - 4 h. Exactly what I wanted.
   - 0 i. I didn't learn a thing.
   - 0 j. It was very poorly planned.
   - 0 k. It was neither very good nor very poor.

Second Week
5/25-29/1969

ST - Final Evaluation
ge 3

9 l. I think it served its purpose.
4 m. It was fair.
14 n. It helped me personally.
1 o. It didn't hold my interest.
6 p. It was one of the most rewarding experiences I have ever had.
0 q. It was too superficial.
1 r. I was mildly disappointed.

. Please state your opinions about the length (number of days) and schedule (different for two weeks , evening sessions, etc.) as well as coffee breaks and meals in the space provided below.

The daily schedule of classes and breaks were good and well-timed. However, the evening sessions at times, although I personally enjoyed them, really drained the individual student.

The number of days was good. Split sessions due to outside influence did not lead to desirable results.

In my opinion the course was not long enough. I believe it should be at least three or four weeks in length.

The evening sessions did make for an extremely long day, even with the long breaks.

The number of days could be extended by two or three. I received much more benefit from the day sessions and did not particularly like the night sessions. They did not give me time to myself to review what I had absorbed.

The three week interim period was good and necessary for material preparation. Evening sessions should be discontinued.

. Please give your evaluation of Ray McCain in terms of his fulfillment of objectives to develop the seminar, which included a preliminary study of the training needs, the selection of general program content, selection and orientation of instructors, the assignments for the second week and the seminar evaluation.

Generally the seminar was handled well. I would only question the orientation of instructors. Either some instructors did not fulfill their obligations or they were not properly oriented as to the content of their instruction.

I think two words can sum up the above question. Outstanding job.

He did a good job over-all, but he needed a little more cooperation from some of the instructors.

Objectives were met in most cases. Our needs were very well evaluated. Some other instructors failed to meet our expectations. Assignments for second week were good.

I thought <u>all</u> subject matter was extremely relevant to training.

Good except for IACP instructors which were poor.

Whereas this is an entirely new experience for me I think he did a fine job. Presents a terrific atmosphere among students where they can become relaxed.

Felt that his was "another one of his duties" and his preparation was "spur of the moment" - drew on previous experiences and did not put specific time into this particular seminar - "other things more important" complex given.

I would like to personally extend my gratitude to Ray McCain as a director and coordinator. As far as I am concerned, he accomplished his objectives in the best possible manner.

I believe he has reached his objective of making better instructors out of us.

15. Please give your opinion of the text and its utilization within this portion of the seminar.

In deference to the text book itself I cannot honestly give an opinion since I have only skimmed through it. Evidently it was not necessary.

Good.

Was not utilized enough: I really did not have time to evaluate it.

I used the text to refer to the construction of lesson plans and to review role-play and demonstration methods. I intend to study the text at more length.

Final Evaluation

Second Week
5/25-29/1969

I didn't think the text was used very much at all and the lesson plan in the book was not the design that was suggested that we use. I believe it has some good information and could have been effectively used as a definite reading assignment and list was related to these selections.

ase state whether the handout materials were beneficial to you and please te any other suggestions you might have about handouts.

Good but could be improved.

Most were beneficial --a few were not.

I think that if I had received this notebook a week before the seminar I would have read the entire book. As it turned out I didn't have time.

I felt we should have been given examples of what a good lesson plan looks like.

Handouts were not beneficial because no review was conducted of same.

I am very pleased with the entire notebook.

ase rate in terms of your personal efforts to get the most out of what s provided during this seminar:

4 excellent
10 good
1 average
0 poor

nments or suggestions for changes in the program:

I believe that more time should be spent in the area of developing objectives and lesson plans; also, more participation in role play situations.

More role play. Instructors should be told exactly what objectives are to be reached and see that the instructors adhere to this. Lesson planning should be practiced before student is asked to make one, objectives should be discussed and put on overhead projector or flip chart.

More guide lines as to preparations. Equal experience grouping.

SITUATIONS INVOLVING EVALUATIVE QUESTIONS

1. Assume that an idea for a program has come to your attention: How do you know it is a real and legitimate problem, or that the prospective participants actually have the needs which have been specified? Identify criteria by which you can determine whether this is a real problem and whether participants have the specified needs.

2. Assume a genuine problem or need has been identified and your institution has been asked to undertake development and conduct of a program to meet these needs.
   (a) List the questions you would ask to determine whether or not this is an appropriate program for you and your institution to undertake.
   (b) List the kinds of answers which would be acceptable to you.

* * *

3. Objectives are often-times described as the key to effective evaluation. If this is the case, list the criteria you would use in determining whether or not you have stated objectives that can be evaluated.

4. Program Design. In a very real sense the design of a program (e.g., its format, sequence of experiences, timing, etc.) is an expression of the program objectives.
   (a) List the questions you would ask to determine whether or not the design actually does reflect the intentions of the objectives.
   (b) In the event the design does not match the objectives, list what you could do to make the two congruent.

* * *

5. ADMINISTRATION. Behind the scenes of any individual program, there are a lot of internal administrative tasks that need to be performed. These include facilities scheduling, food service, registration, budgetting, promotion, etc. Discrepancies between actual performance and desired performance in any of these areas may have serious consequences for your programs. Participants may not always be aware of these areas, and have even less awareness of the quality of performance in these areas.

Identify the items which could impact upon your program, list the best source(s) of information about that item, and identify the ways you could most easily acquire the necessary information from the best source(s).

ITEM	BEST SOURCE(S)	HOW TO ACQUIRE INFORMATION

6. PROGRAM CONDUCT. The principal questions for evaluation at this point are:

(a) Did the activity take place as planned? If so, why? If not, why not?

(b) Did the participants acquire the information, knowledge, or skills they were supposed to acquire? If so, why? If not, why not?

Please develop a list of the items you would like to have information about in order to provide answers to question "a". Develop a second list for question "b". To look at it another way, list the items you would really like to know about once the program is completed.

* * *

7. EVALUATION PROCEDURES. Evaluation can take place in many forms and at many times.
Identify as many ways of collecting evaluation information as you can; Under what conditions is it most appropriate to use each way Under what conditions is it least appropriate to use each way At what times is it appropriate to use each way?

THE UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

November 5, 1974

MEMORANDUM

TO: Participants in Seminar on Evaluation in the Planning Process

FROM: John E. Buskey

During the seminar, I promised that we would provide you with each group's responses to the various tasks you worked on. Attached you will find, first, a flow chart describing the program planning process. Following in Section B are the responses to each of the seven "situations involving evaluative questions." These seven situations are based directly upon the planning process described in the flow chart. I edited some responses to clarify points and re-organized the responses to situation #7 to eliminate duplications.

The Case Study reports are listed in Section C. You will need to refer back to the cases to understand the responses fully.

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

Maryland Community Service/Continuing Education Project

SEMINAR ON EVALUATION IN THE PLANNING PROCESS

October 23, 1974

Summary of Responses to Group Tasks

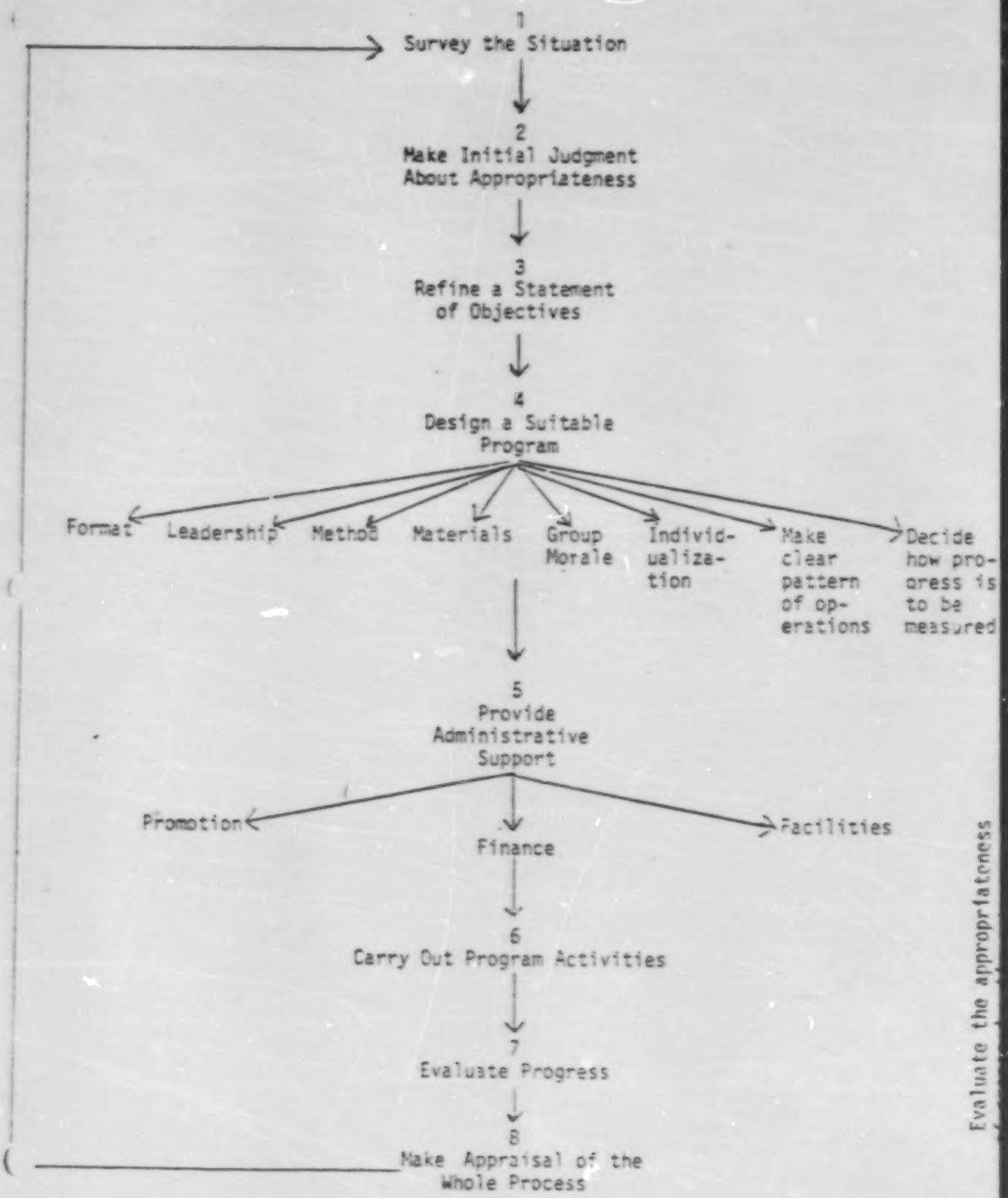
A. Basic Steps of Program Development

B. Situations Involving Evaluative Questions

C. Case Studies

The Maryland Community Service/Continuing Education Project is Partially Supported by The Maryland State Agency for Title I, HEA 1965

A. BASIC STEPS OF PROGRAM DEVELOPMENT



B. SITUATIONS INVOLVING EVALUATIVE QUESTIONS

QUESTION 1: Assume that an idea for a program has come to your attention: How do you know it is a real and legitimate problem or that the prospective participants actually have the needs which have been specified? Identify criteria by which you can determine whether this is a real problem and whether participants have the specified needs.

* * * * *

1. Source - What is the source?
2. Credibility
   a. Relationship of the source to the target group.
   b. The expertise of the source with regard to:
      - education
      - background
      - qualification to be spokesperson
   c. "Track record" of the source.
3. Survey of group by source?
4. Verification of the need as transmitted by the source:
   a. Access to group?
   b. Survey of group (if yes to question 4a)?
   c. Is research information available?
   d. Priority of needs?
5. Inappropriate:
   a. Beyond the competency of the group
   b. Nature of constituency.

QUESTION 2: Assume a genuine problem or need has been identified, and your institution has been asked to undertake development and conduct of a program to meet these needs.

(a) List the questions you would ask to determine whether or not this is an appropriate program for you and your institution to undertake.

(b) List the kinds of answers which would be acceptable to you.

* * * * *

1. Budget--state aid or self-supporting?

   It must be self-supporting, make money, or have a long-range value.

2. Time necessary to develop?

   Time evaluation--in terms of development, delivery, amount of help, and total work load.

3. Support assets--community groups: (Desirable to have community support.)

   a. Political? Moral, volunteer, political, mailing lists, co-sponsorshi

   b. People--staff to do program? Yes or no--if the answer is no, are you committed to giving any other help (finding or using other resources)?

4. One-shot or on-going?

   a. Philosophy of institution.

   b. Budget--determine how much money will be generated by each activity.

   c. The need should be estimated and answered by whether it can be done one-shot or on-going.

5. Formal or informal codes (behavior, beliefs, values, and policies of the staff, the institution and the community)?

   Evaluate legality, institutional policy, value system of community and staff.

6. Does it contribute to the prestige of the institution?

   Relax budget constraints. Be more flexible if it contributes to the prestige of the institution, if it provides a new area of public relations and/or programming, and if it opens up new areas of competency for staff.

QUESTION 2 (continued):

7. Are there participants?

   If yes, generate a need or want; if no, quit.

8. Teachers and developers: when to go outside the institution?

   Estimate availability of personnel; develop new resources.

9. Duplication in the community--are other sources doing this?

   First check: co-sponsorship; no--not sufficient audience; yes--there is enough need.

10. What are the limitations of the institution's Community Service effort?

    Philosophy (goals), budget, staff, facilities, policies, geography, sphere of influence, competency.

11. Is the time right to offer?

QUESTION 3: Objectives are often-times described as the key to effective evaluation. If this is the case, list the criteria you would use in determing whether or not you have stated objectives that can be evaluated.

* * * * *

Criteria for Objectives

1. Must be measurable.
2. Must be measurable with a minimum amount of effort.
3. Should have a statement of what will be implemented.
4. Should have a stated outcome (task analysis).
5. Should have a performance level that recipients can attain (performance analysis).
6. Should have a stated time frame.
7. Feedback (evaluation) on basis of above criteria (how did program rate).
8. Redefinition of objectives (revision).

QUESTION 3 (continued):

Different Levels of Objectives

1. Long-range goal.
2. Program objectives.
3. Practice adoption.
4. Skills acquired.
5. Audience response.
6. Teaching activities.
7. Preliminary activities.

QUESTION 4: Program Design. In a very real sense the design of a program (e.g., its format, sequence of experiences, timing, etc.) is an expression of the program objectives.

(a) List the questions you would ask to determine whether or not the design actually does reflect the intentions of the objectives.

(b) In the event the design does not match the objectives, list what you could do to make the two congruent.

* * * * *

A. Questions to ask in determining whether design fulfills intent of objectives:

1. Is duration of learning contact sufficient?
2. Is the mode (process) of presentation for design content answering the objectives?
3. How aware is the instructor of the objectives in order to make the program happen as intended?
   a. Background
   b. Capability and style
   c. Sensitivity to where the learner is
4. Do the objectives fit the style of the instructor? Do we alter the objectives or change the instructor?
5. Do program materials suit the learner/instructor/location?

QUESTION 4 (continued):

6. Is the design flexible enough to accommodate change in student needs or alteration of learning environment?
7. Is the sequence of learning activities within the curriculum reflecting a logical order of learning (i.e., lecture mode builds frame of reference in a different way than other types of processes).
8. Will the program increase enrollment, if that is an objective? Will it make money, if that is an objective? (This would be a total programming objective more than an individual program objective.)

B. In achieving congruence between objectives and design:

1. Revise objectives.
2. Build in flexibility.
3. Revise design.
4. Revise both.
5. Cancel program.

QUESTION 5: ADMINISTRATION. Behind the scenes of any individual program, there are a lot of internal administrative tasks that need to be performed. These include facilities scheduling, food service, registration, budgetting, promotion, etc. Discrepancies between actual performance and desired performance in any of these areas may have serious consequences for your programs. Participants may not always be aware of these areas, and have even less awareness of the quality of performance in these areas.

Identify the items which could impact upon your program, list the best source(s) of information about that item, and identify the ways you could most easily acquire the necessary information from the best source(s).

* * * * *

QUESTION 5 (continued):

Item	Best Source(s)	How to Acquire Information
Budget: 1. Does it balance? 2. Does it reflect actual cost of course?	Accounting records. Records on staff time.	Request regular repor and records. Summarize data--receiv summary of budget, cost, variance.
Staff Time: 1. Does staff time spent on the program get reimbursed appropriately, either immediately or over a period of time?	Records keeping track of time of <u>all</u> staff related to program and cost of this time spent.	Be sure that analysis information is appro priate.
Timing: 1. Of course (program). 2. Of administrative activities related to course. In planning program, will the time offered (month and hour) meet the needs of audience?	Internal and external sources. Past experience. Other activities scheduled. Feedback from audience. Availability of space. Media.	Keep track of experien Field testing. Checking with other programming sources. Be aware of your facil
Administrative System		
Food		
Instruction		
Lodging		
Materials		
Promotion		
Registration		
Space		

QUESTION 6: PROGRAM CONDUCT. The principal questions for evaluation at this point are:

(a) Did the activity take place as planned? If so, why? If not, why not?

(b) Did the participants acquire the information, knowledge, or skills they were supposed to acquire? If so, why? If not, why not?

Please develop a list of the items you would like to have information about in order to provide answers to question "a." Develop a second list for question "b." To look at it another way, list the items you would really like to know about once the program is completed.

* * * * *

Items under "a"

1. Adequate publicity--timely/target.
2. Location.
3. Time--day, year, month.
4. Cost--under/over/value.
5. Credibility of sponsor.
6. Resources--credentials, experiential.
7. Perception of design by participants.
8. Coordination/continuity.
9. Value/worth to individual and/or organization.

Items under "b"

1. Continuality of evaluation.
2. Reevaluation of goals.
3. Perception of objectives.
4. Flexibility of program.
5. Scope--time--too much/too little, level of content.

QUESTION 7: EVALUATION PROCEDURES. Evaluation can take place in many forms and at many times.

Identify as many ways of collecting evaluation information as you can; under what conditions is it most appropriate to use each way? Under what conditions is it least appropriate to use each way? At what times is it appropriate to use each way?

* * * * *

Ways of Collecting Evaluation Information

1. Questionnaire, survey
   - formal student evaluation
   - evaluation from instructor
2. Written pre and post test to measure information needed/gained
3. Interview (formal and informal)
   - by third party
   - by staff
4. Observation of class/program/instructor
   - by staff
   - by third party
   - by video tape
5. Informal feedback
   - "gut feelings" of staff
   - letters
   - phone calls
6. Follow-up evaluation
   - interview with instructor at end of course/program
   - "back home" performance to determine long-range job impact
7. Budgetary
   - did we meet our financial objectives?

QUESTION 7 (continued):

8. Registration
   - popular response to program
   - geographical area/employment type/sex/age of registrants
9. Sources of data for planning/evaluation
   - key people
   - co-workers
   - advisory committee
   - participants/students
   - instructors
   - advisory committees

C. CASE STUDIES

CASE STUDY 1

Developing Evaluation Questions

TASK: Develop up to ten evaluation questions which could be asked of participants, instructional staff, and/or support staff about the program attached.

(a) Please use a different format for presenting each question.

(b) Identify the advantages and disadvantages of the format.

(c) Suggest as many criteria as you can to be used in stating good evaluative questions.

* * * * *

TYPES OF FORMATS

1. Open ended--to be completed by written statement:
   a. Bad points: data compilation and interpretation
   b. Good points: variety of response; non-manipulative
2. Guided open ended question (written).
3. Multiple choice.
4. True-False.
5. Ordinal scale.
6. Timing of questionnaire.
7. Statement completion.
8. Combination of the above.
9. Rank-Order.
10. Checklist.
11. Open ended question (verbal).

EVALUATION QUESTIONS

1. How would you change the format and/or content to make the course more relevant to your needs/objectives?
2. How well did program meet developer's/instructor's/participant's expectations? Question could be asked by each party of other parties or of the program. 1 ←——————→ 5
3. Developer's evaluation of comprehensiveness of instructor's presentation.
4. Evaluation of materials and other resources used.
5. Evaluation of format used. Support and administrative facilities (cost). Timeliness. Lead time of announcements.
6. Participant's perception of instructor: delivery, competency.
7. Describe your feelings with respect to:

	Favorable	Unfavorable	N/A
a. Method of registration	___	___	___
b. Location of workshop	___	___	___
c. Instructional materials	___	___	___
d. No. of participants	___	___	___
e. Size of workgroups	___	___	___
f. Food service	___	___	___
g. Timeliness of workshop	___	___	___

8. Would you recommend the workshop to your peers who could not attend?

___ Yes ___ No

CASE STUDY II

Collecting Data

TASK: Attached are nine items (A through I) which might be used by someone interested in evaluating a program. Each item appears with a specific format. For each item, please do the following:

(a) Describe the data you are likely to have as a result of using the question in that format.

(b) Identify the advantages and disadvantages of having the data available in this form (i.e., what can you do (or not do) with the data in this form?).

(c) What criteria can you suggest to use in selecting questions and formats for evaluation purposes?

* * * * *

COLLECTING DATA

Item A. Quantifiable/statistical data %'s.

Advantages: Ease in administering; easy to compute.

Disadvantages: Close ended; terminal; subjective words (practical).

Item B. Quantifiable/statistical.

Advantages: Easy to administer and score; universal application higher response rate.

Disadvantages: Halo effect; forced choice; objectives is plural and one answer for whole range; too general; reliability is questionable; data will be questionable.

Item C. Data are dubious.

Advantages: _____

Disadvantages: Design is poor; instructions not clear; invalid; ambiguous terms.

Item D. Data--forced choice; %'s.

Advantages: Easy to administer; ease in tabulating; specific responses.

Disadvantages: Format is confusing; check system doesn't allow for a variety of opinions--(asks for opinions).

CASE STUDY II (continued):

Item E. Data not easily interpreted; general; self-serving.

Advantages: _____

Disadvantages: Very general; demanding on respondent.

Item F. Data are subjective/personalized; open ended.

Advantages: Same as data; something to build on.

Disadvantages: Cumbersome to read and score.

(Items G - I: Not enough time to complete.)

CASE STUDY III

Displaying/Summarizing Data

TASK: Attached are three sets of raw data. For each set there are one or two specific tasks to perform.

When the tasks are completed, identify the advantages and disadvantages of each type of raw data in terms of its usefulness for subsequent action.

* * * * *

SET A: TASK: Display the data on professional development in some manner which shows which are the highest priority and which are the lowest priority.

1. Program promotion, publicity, advertising and public relations.
2. Organizing and administering adult programs.
3. How to organize and mobilize resources and programs.
4. Techniques of describing program objectives and evaluation.
5. Problems regarding on-campus and off-campus facilities.
6. How to work with community groups.
7. Principles and methods for research in CS/CE.
8. How to use electronic data processing.
9. Strategies for organizational and community changes.
10. Human behavior in organizations.

SET B: TASK: Develop a couple of ways to summarize the data so that the reader can quickly understand what changes ought to be made in this two-day seminar.

1. Categorize according to changes suggested by participants:
   a. Course content
   b. Instruction
   c. Administration

   (Under each category a summary of replies would appear.)
2. General narrative.

CASE STUDY III (continued):

SET C: TASK: Determine the number of respondents to each question.

1. Question #2 - 24 Respondents

   Question #3 - 16 Respondents

   TASK: Develop at least two alternative ways of summarizing or presenting data.

1. Percentage method:

   Question #2: 50% highly satisfied
   25% satisfied
   25% not very satisfied

   Question #3: not available

2. Provide numbers of respondents.

CASE STUDY IV

Interpretation of Data

TASK: Attached are two sets of data describing reactions to programs or program sessions. As you review each set of data, answer the following questions:

1. What implications can you draw from the data as to how much and what people learned during the program?
2. What implications are there for program design if you were to conduct this program again?
3. What changes in instructional staff would you make in conducting the program again?
4. Can you answer your client's question "so what?" regarding the value of the program?

* * * * *

DATA SET #1

1. How much and what people learned:
   a. Assumed relationship between rating of value and how much was learned.
   b. Probably learned less about decision-making than they wanted to (objective not adequately fulfilled).
2. Program Design:
   a. Strengthen decision-making.
      (1) Presentations--more time; change instructor
      (2) Relationship between content and objectives is questionable in area of government organization and administration
3. Instructional Staff:
   a. "Dump" Schellenberger.
   b. Reevaluate use of Dillon and Tossi.

CASE STUDY IV (continued):

4. "So what?"

   a. Responses to "Meeting Program Objectives" are best approach to answering this question.

      (1) Mean score (7.12) was well above satisfactory

      (2) Even worst rating (6.17) was above satisfactory

      (3) Back to planning committee

DATA SET #2 (Not enough time to complete)

MARYLAND COMMUNITY SERVICES/CONTINUING EDUCATION PROJECT

Evaluation Form

SEMINAR ON EVALUATION IN THE PLANNING PROCESS

October 23, 1974

Please rate the items below according to the categories indicated. Put a (✓) above the appropriate number. Thank you for your help.

The stated goals of the workshop:	UNCLEAR	1	2	3	4	VERY CLEAR
The stated goals of the workshop:	NOT ACHIEVED	1	2	3	4	EXCEEDED
Your personal goals for the workshop:	NOT ACHIEVED	1	2	3	4	EXCEEDED
The design of the workshop:	POOR	1	2	3	4	SUPERIOR
My involvement in the process:	SHALLOW	1	2	3	4	DEEP
The relevance of the workshop content to my work:	IRRELEVANT	1	2	3	4	HIGHLY RELEVANT
The presentations and facilitation process of the workshop leader:	UNHELPFUL	1	2	3	4	EXTREMELY HELPFUL
The case studies:	UNHELPFUL	1	2	3	4	EXTREMELY HELPFUL
The review and summary process:	UNHELPFUL	1	2	3	4	EXTREMELY HELPFUL

(Continued on reverse side)

What changes would you suggest to improve the workshop?

What were the best aspects of the workshop for you?

What were the worst aspects of the workshop for you?

What is your general, overall estimate of the value of this workshop?

List any further issues related to Evaluation in the Planning Process that you would like to have covered in subsequent workshops.

SEMINAR ON EVALUATION IN THE PLANNING PROCESS

1. What changes would you suggest to improve the workshop?

Greater continuity of groups
Too much of the same activity; not enough useful info.; format was dull.
Too much covered, never completed given tasks
That groups remain constant through each activity. That make-up of groups consist of people from different institutions to assure fresh exchange of ideas.
More "take home" material
More actuality processes for evaluation that had immediate carry over to personal needs
More time may be needed since individuals were not able to deal with all areas.
Preworkshop reading, check-list handouts, Process explaining handouts, have groups discuss whole content briefly rather than one part. Then have someone put together one newsprint for the whole group.
Have to give this some thought
I am concerned about the drop-off in numbers in the afternoon. I have observed this now in 2 programs, the other being the publicity program. This might suggest that consideration should be given to offering the program 2 half days.
Greater emphasis on development of instruments.
Do more with types of evaluative processes-the how to.
Allow everyone to work on each topic and/or case study. The presentation time of each workgroup was not productive for me; most valuable time was spent in workgroup.
More lecture - less case studies.
Fewer items for group discussion. Perhaps - stay with same group all day to go through the process.

2. What were the best aspects of the workshop for you?

Interaction with others in same profession
Case studies - our groups; others, too hard to absorb and too complex
Nice to meet people from other colleges
Interaction with participants in exchange of ideas
Materials, convidiality of groups
Exchanges with colleagues, review of A to Z process of evaluation, discovering unexpected pitfalls in data collection display and interpretation.
Following evaluation process thru from development to interpretation
Materials available for future reference.
Clarity of material, design and group interaction, style and comments of instructor.
The individual involvement
Case studies and morning work groups
Morning group activities; task managable in time

Time spent in workgroups. Exchange of ideas and group idea synthesis.
Seeing case studies and different instruments to use in evaluation - after going through morning session.

3. What were the worst aspects of the workshop for you?

Too many presentations: a little about a lot, would be better off with more in depth information about a few areas
Tasks were too complex, too much ground was covered, too many points made-it was confusing.
Very tedious program & activity. Felt like I was wasting my time.
Format show and tell; lack participation in total process of dealing with a total issue.
I enjoyed the workshop. I can't identify any poor aspects.
Sometimes groups not sticking to subject going off on other targets.
Gearing up for afternoon work session that didn't seem to have clear direction.
Trying to read charts across room.
The lack of understanding of the material that people reported on
Design a program that gives more time for each phase of the evaluation process. We tend to lose a great deal of time all of the reporting of a number of different areas
PM group session
Presentation time for each workgroup
Little experience to bring to the workshop/not able to participate as fully as I would like.

4. What is your general, overall estimate of the value of this workshop?

Beneficial, but presentations should be revised or eliminated; more concentrated effort needed.
Thought that program specialists could design a better program. Very poor presentation.
Not as specific or concrete as I would have preferred
It was very beneficial to me personally in that the content was very relevant to my work.
Excellent-wish there had been time for more case studies - application.
Of value to those who actually develop and interpret evaluation data and haven't done too much before.
Good idea of personal value in my day to day operations. Feel as if my expectations were for more quick formulas for developing and evaluations . Will I go about developing/evaluating my programs differently given this workshop interchange?
Good to very good
A good workshop, worth my time even though it didn't deal with some of my individual interests in evaluation
Well done
Great
Helpful
Moderate value

Moderately valuable
Poor
Good - but notice a decline of attendance in afternoon sessions. Would 1/2 day sessions be more effective?
-Medium - I tried hard, but got really too much to make anything really stick. Simplicity would have worked better for me. I really don't like all those complex news prints sheets over the walls.

5. List any further issues related to Evaluation in the Planning Process that you would like to have covered in subsequent workshops.

I would like to see the tools you use to evaluate this workshop and have the evaluation information sent along with the other materials promised to us after you compile it.
Would have liked to spend whole day on content covered in afternoon session. Morning session was repetitious for many who attended yesterday's Program Planning workshop.
More detail regarding development and carrying thru evaluative process.
Concentrated work on objectives might be helpful.
Handouts that explain step by step what one can do to evaluate their program.
Specific development of different types of evaluation instrument

APPENDIX I

Summary of Data from Statewide Conference on the Future of Community Services and Continuing Education

MARYLAND CS/CE PROJECT

STATEWIDE CONFERENCE

December 4, 1974

Issues/Actions Next Four Months	Suggested Organizational Leadership
Form working group to develop program leading to establishing consortium below. (See Issues/Actions next 2 yrs.)	MCS/CE
Maryland Council for Higher Education should provide statewide program-director meetings for the various institutions of H.E. in Maryland.	Maryland Council for Higher Education
Bibliography of current experiences in the field--media packages, modules.	Consultants - Harlacker
A workshop that addresses itself to the practices community organizations use in motivating community members to use their programs--should include community service organizations other than the college, i.e., Red Cross, YMCA, etc.	
Women's roles in continuing education:	
a) training and development of full and part-time staff	Maryland Commission on Status of Women
b) titles and salaries commensurate with responsibilities	AAUW
*c) task force to develop all of long-range adult continuing education priorities	HEW, Title I Project Impact
Regional workshop--primarily for CS/CE faculty--to discuss the "Adult Learner."	
There is need for a seminar in budgeting for a community services/ continuing education program.	
How can we develop the concepts of the communiversity, community consortia, determining the needs as seen by the community.	
Funding.	State Legislators-observations-liaison between legislators and the institutions

Issues/Actions Next Four Months	Suggested Organizational Leadership
Leadership training.	
More involvement in curriculum development.	
Statewide Summarization of CS/CE activity--a report which Congress people can see within patronage responsibility, accountability, and dollar support.	U. S. Bureau of Census (?), MCHE
Input to Rosenberg Commission and Maryland Commission on Higher Education on importance of trade-offs in community services from one institution to other	
- consortia	Salisbury State and Chesapeake with Black and Decker
- trade off	Salisbury State and UMES

MARYLAND CS/CE PROJECT

STATEWIDE CONFERENCE

December 4, 1974

Issues/Actions Next Two Years	Suggested Organizational Leadership
Have formed and established by June 30, 1975, an HEI Legislative Consortium composed of representatives from education, business, and industry, the State Executive and the legislature to insure appropriate funding of CS/CE programs and activities.	MCS/CE
Inequitable tuition/funding for: full-time vs. part-time students credit vs. non-credit students	Maryland Council for Higher Education
Staff development for boards of trustees on tape to be transported--media packages.	
Mechanisms to capitalize mutualities of interests to avoid duplication.	
Budgeting within institutions and statewide.	Instructional Deans and Community Service
Greater scholarship aid for part-time students.	Maryland Commission on Status of Women
Statewide lobby for Adult Continuing Education	Maryland Council for Higher Education, Industry, Foundations, Civic Organizations, MAPSCE
Staff development in administration and faculty leadership.	HEW, Title I, NUEA
Conference like this for administration and faculty.	MSDE
Implications of Rosenberg Commission	
Joint workshops--presidents and CS/CE staff.	

Issues/Actions Next Two Years	Suggested Organizational Leadership
A conference or session on State aid for non-credit courses and for conferences and seminars. How is eligibility for State aid determined? Also, general funding conference.	
Should adult and continuing education (except for adult basic education) be solely a function of the community and state college, rather than a shared program with public schools?	
National leadership.	To bring problems out in front--Community Service--Volunteer Organizations
Exchange between institutions and appropriate organizations.	MACJC-AEA, appropriate publications, PR
Funding.	
Leadership training.	
Quality of services.	
How will adult degree candidates (UMBC/UMCP) interrupt periods of daytime study and intermittently go to other (UMUC) evening program?	University of Maryland UC/UMBC
How to determine community needs?	
How to "square" current teaching with androgogy?	
Teacher exchange.	
Administrator exchange.	
Public Relations.	
Bringing in state social agencies (local or county) to understand what Advisory Committee is about	Advisory Committee
MAAE and other state organizations--more attention to community services projects.	
Effective lobby in state legislature on support for community services/continuing education.	Institutions to cooperate in lobby in various parts of the state

Issues/Actions Next Two Years	Suggested Organizational Leadership
This group is from the Baltimore Campus professional schools and represents medicine, dentistry, nursing, and social work. We feel that in many ways our problems are unique to our respective professions and yet there are common problems. We do feel the need to maintain a continuing dialogue with this group. One of our chief problems is related to an issue discussed today by the speakers; that is, we need to be acutely aware of what our potential consumers of continuing education perceive to be their real needs. A recurring concern on our part is how to give more creditability to continuing education as compared to degree-oriented programs.	
Policies for CS/CE, community-based education, i.e., follow-up on AACJC 1974 Assembly. (Dr. Myran)	
Mini-Assemblies--community-level conferences on policies, future with the college. (Dr. Myran)	
Project 76--helping communities prepare for bi-centenial. (Dr. Myran)	
Creating community-wide educational councils (representatives from all agencies providing education services). (Dr. Myran)	

APPENDIX J

Instrument and Summary of Overall Project Evaluation

EVALUATION

To what degree has your and/or your staff's participation in the Maryland CS/CE Project influenced you in the following areas of professional practice:

A. Identification with the Community Services/Continuing Education field:

Considerable Influence ---- 5 ---- 4 ---- 3 ---- 2 ---- 1 ---- Negligible Influence

Explain: _____

_____

B. Understanding of the scope and nature of the CS/CE Field:

Considerable Influence ---- 5 ---- 4 ---- 3 ---- 2 ---- 1 ---- Negligible Influence

Explain: _____

_____

C. Ability to formulate ideas that give direction to CS/CE programs within Higher Education Institutions.

Considerable Influence ---- 5 ---- 4 ---- 3 ---- 2 ---- 1 ---- Negligible Influence

Explain: _____

_____

To what extent has your and/or your staff's participation in the Maryland CS/CE Project had impact on the following:

A. Staff Meetings:

Considerable Impact ---- 5 ---- 4 ---- 3 ---- 2 ---- 1 ---- Negligible Impact

Explain: _____

_____

B. Work with client groups:

Considerable Impact ---- 5 ---- 4 ---- 3 ---- 2 ---- 1 ---- Negligible Impact

Explain: _____

_____

C. Development of new programs:

Considerable Impact ├-----┼-----┼-----┼-----┼-----┤ Negligible Impact
5 4 3 2 1

Explain: _____

_____

D. Management of CS/CE Program Areas:

Considerable Impact ├-----┼-----┼-----┼-----┼-----┤ Negligible Impact
5 4 3 2 1

Explain: _____

_____

E. Work with other staff at your instituiton:

Considerable Impact ├-----┼-----┼-----┼-----┼-----┤ Negligible Impact
5 4 3 2 1

Explain: _____

_____

F. Work with program faculty:

Considerable Impact ├-----┼-----┼-----┼-----┼-----┤ Negligible Impact
5 4 3 2 1

Explain: _____

_____

G. Development of proposals:

Considerable Impact ├-----┼-----┼-----┼-----┼-----┤ Negligible Impact
5 4 3 2 1

Explain: _____

_____

H. Contact with CS/CE professionals from other Higher Education Institutions:

Considerable Impact ├-----┼-----┼-----┼-----┼-----┤ Negligible Impact
5 4 3 2 1

Explain: _____

_____

I. Other areas: List and Explain: _____

_____

_____

III. List one way the CS/CE project could have been of more benefit to you professionally: _____

_____

_____

IV. How would you describe you and your staff's level of participation in the MD CS/CE Project activities?

Considerable Participation |------|------|------|------|------| Negligible Participation
5 4 3 2 1

V. What institution do you represent? _____

MARYLAND COMMUNITY SERVICES/CONTINUING EDUCATION PROJECT

FINAL EVALUATION SUMMARY

I. TO WHAT DEGREE HAS YOUR AND/OR YOUR STAFF'S PARTICIPATION IN THE MARYLAND CS/CE PROJECT INFLUENCED YOU IN THE FOLLOWING AREAS OF PROFESSIONAL PRACTICE:

A. IDENTIFICATION WITH THE COMMUNITY SERVICES/CONTINUING EDUCATION FIELD:

Considerable Influence	5	4	3	2	1	Negligible Influence		Total
	2	6	8	2	2		=	20
	10%	30%	40%	10%	10%		=	100%

Average rating = 3.20

EXPLAIN:

The identification was already there.

Already identified.

Affiliation with Emmitsburg Lifelong Learning Council

Allowed opportunity to meet with others in field--enhanced "professionalism"

I see how the Maryland Institutes' mission is marginal to the statewide interpretation (vocational retraining emphasis).

Encouraged more open communication among the colleges.

More awareness of programs and ideas.

Identification already fairly strong.

We have attended very few sessions. With a small overworked staff, these meetings on working days here would only serve to increase the overload on personnel. Sorry.

Interacting with others in the field exchanging ideas -- is very stimulating.

Indicated satisfaction with programs attended.

The comparative framework of meeting and interacting with personnel from several Maryland higher ed. inst. is helpful.

B. UNDERSTANDING OF THE SCOPE AND NATURE OF THE CS/CE FIELD:

Considerable Influence	5	4	3	2	1	Negligible Influence		Total
	0	10	5	3	2		=	20
	0%	50%	25%	15%	10%		=	100%

Average rating = 3.15

EXPLAIN:

My perspective was improved.

Already understood.

I must broaden the Institutes' definitions and CS/CE project could help by describing its findings for my associates.

Examples from the varied backgrounds and problem areas.

May have been higher for one or two participating individuals.

Personally, since I've been involved in CS/CE for 25 years in an administrative capacity.

C. ABILITY TO FORMULATE IDEAS THAT GIVE DIRECTION TO CS/CE PROGRAMS WITHIN HIGHER EDUCATION INSTITUTIONS:

Considerable Influence	5	4	3	2	1	Negligible Influence		Total
	2	7	4	6	1		=	20
	10%	35%	20%	30%	5%		=	100%

Average rating = 3.15

EXPLAIN:

CS/CE is my indispensible, state-based authenticator.

Some positive impact on adding to capabilities.

The Staff Training Program effort made available at Catonsville expanded my own horizons.

II. TO WHAT EXTENT HAS YOUR AND/OR YOUR STAFF'S PARTICIPATION IN THE MARYLAND CS/CE PROJECT HAD IMPACT ON THE FOLLOWING:

A. STAFF MEETINGS:

Considerable Impact	5	4	3	2	1	Negligible Impact		Total
	1	2	7	5	4		=	19
	5%	11%	37%	26%	21%		=	100%

Average rating = 2.52

EXPLAIN:

I could see no change.

CS/CE remains a small venture here.

More requests for same.

Unable to attend a significant number of workshops.

Meetings cover other areas.

The State College's are still experiencing an institutional mission identity confusion.

B. WORK WITH CLIENT GROUPS:

Considerable Impact	5	4	3	2	1	Negligible Impact		Total
	0	5	7	4	2		=	18
	0%	28%	39%	22%	11%		=	100%

Average rating = 2.83

EXPLAIN:

The project helped get us started by giving us a broader perspective of our programs.

Have been acquainted with Knowles approach prior to this program consequently use his approach to extent possible.

Hand to judge.

Some new contacts suggested.

C. DEVELOPMENT OF NEW PROGRAMS:

Considerable Impact	5	4	3	2	1	Negligible Impact		Total
	1	6	5	7	1		=	20
	5%	30%	25%	35%	5%		=	100%

Average rating = 2.95

EXPLAIN:

CS/CE has not particularly publicized the dimensions of state needs and resources. I am not benefitting from state-wide experience.*

Each meeting presented new contact suggestions to staff.

Information and contacts suggested in new areas.

Picked up some excellent program ideas.

D. MANAGEMENT OF CS/CE PROGRAM AREAS:

Considerable Impact	5	4	3	2	1	Negligible Impact		Total
	3	6	7	1	2		=	19
	16%	31%	37%	5%	11%		=	100%

Average rating = 3.36

EXPLAIN:

It gave us new ideas and approaches to managing.

More concern for effective management.

Especially in area of proposal writing.

E. WORK WITH OTHER STAFF AT YOUR INSTITUTION:

Considerable Impact	5	4	3	2	1	Negligible Impact		Total
	0	6	5	2	7		=	20
	0%	30%	25%	10%	35%		=	100%

Average rating = 2.50

EXPLAIN:

It made us realize more fully the need to work together at all levels.

We didn't pursue this fully enough.

Effective patterns already in operation.

F. WORK WITH PROGRAM FACULTY:

Considerable Impact	5	4	3	2	1	Negligible Impact		Total
	1	5	6	2	4		=	18
	5%	29%	33%	11%	22%		=	100%

Average rating = 2.83

EXPLAIN:

G. DEVELOPMENT OF PROPOSALS:

Considerable Impact	5	4	3	2	1	Negligible Impact		Total
	2	5	8	2	2		=	19
	10%	26%	42%	10%	10%		=	98%

Average rating = 3.15

EXPLAIN:

Did not attend conference

N. A.

*I am myself persuaded and stimulated by a plausible future role for Maryland Institute.

Considerably higher interest in this area.

Additional personnel now have better concept of content and structure of proposals.

H. CONTACT WITH CS/CE PROFESSIONALS FROM OTHER HIGHER EDUCATION INSTITUTIONS:

Considerable Impact	5	4	3	2	1	Negligible Impact		Total
	12	4	2	0	3		=	21
	57%	19%	10%	0%	14%		=	100%

Average rating = 4.04

EXPLAIN:

Made us realize we could solicit help from the University of Maryland when needed.

Is Maryland Institute a monopoly?

Opened up channels.

This was probably the most valuable.

Just meeting Janet Solanger was worth the trip. University of Maryland has been excellent.

Most important contribution from our vantage point.

This was the major benefit for me.

I. OTHER AREAS: LIST AND EXPLAIN:

They have begun to judge speakers and programs more closely.

Knowledge and understanding of other programs and resulting in the ability to cooperate or coordinate.

III. LIST ONE WAY THE CS/CE PROJECT COULD HAVE BEEN OF MORE BENEFIT TO YOU PROFESSIONALLY:

I don't know how to answer this. As a matter of fact I really cannot vouch for the degree of influence in any of the preceding. You are asking almost impossible questions.

More time to participate and less to manage the project!!

Provision of techniques for "selling" community services concepts and programs to the city politicians for funding.

I enjoyed the enforcement in learning. It was an excellent program.

Compile a Directory of CS/CE resources. M. I. would stand out.

By my attendance at all programs.

Had schedules been different, more staff would have been able to attend.

Working session (not just presentations) on directions and priorities in continuing education.

Vary location so that distance is reduced occasionally for those of us in out-lying areas.

It helped as it was programmed - the proposal writing particularly useful.

IV. HOW WOULD YOU DESCRIBE YOU AND YOUR STAFF'S LEVEL OF PARTICIPATION IN THE MD CS/CE PROJECT ACTIVITIES?

Considerable Participation	5	4	3	2	1	Negligible Participation		Total
	1	6	5	4	2		=	18
	6%	33%	28%	22%	11%		=	100%
						Average rating	=	3.00

V. WHAT INSTITUTION DO YOU REPRESENT?

Harford Community College

Dundalk Community College

Towson State College

University of Maryland, University College, C & I Division

Prince Georges' Community College

Catonsville Community College

Community College of Baltimore

Mount St. Mary's College

Essex Community College

School of Social Work and Community Planning, University of Maryland

Maryland Institute, College of Art

Montgomery College

Anne Arundel Community College

Allegany Community College

Johns Hopkins University

Frostburg State College

Dental School, University of Maryland

University of Maryland Extension

St. Mary's College of Maryland

APPENDIX K

Rosters and Lists of Participants in Project Programs

STATEWIDE CONFERENCE ON COMMUNITY SERVICE AND CONTINUING EDUCATION

December 6, 1973 (#73-12-05A)

ROSTER

Arnold, Nola M.
Montgomery College
51 Mannakee Street
Rockville MD 20850
762-0015

Bachman, Joseph S.
Salisbury State College
Salisbury MD 21801
(301) 749-7191

Beckham, Paul J.
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore MD 21215
462-5800 X367

Cerar, Paul R.
Harford Community College
401 Thomas Run Road
Bel Air MD 21014
879-8920

Christen, Susan
Montgomery College
51 Mannakee Street
Rockville MD 20850
762-1840

Coleman, Gary M.
University College Evening Division
University of Maryland
College Park MD 20742
454-5735

NOBLE ROBERT
Critchlow, ~~Robert N.~~
Catonsville Community College
800 South Rolling Road
Baltimore MD 21228
747-3220 X432

Davies, Beatrix Sheila Anne
Montgomery College
Takoma Park Campus
Takoma Park MD 20012
587-9202

DeSantis, Joseph P.
Howard Community College
Little Patuxent Parkway
Columbia MD 21044
730-8000 X40

DeSantis, Victor
Montgomery College
Mannakee Street
Rockville MD 20850
762-1840

Dugger, Milton A.
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore MD 21215
462-5800 X280

Easson, Mildred
Bowie State College
Bowie MD 20715
262-3350 X291, 292

Everett, Naomi L.
Anne Arundel Community College
101 College Parkway
Arnold MD 21012
647-7100 X325

Fergerson, Jack B.
Hagerstown Junior College
751 Robinwood Drive
Hagerstown MD 21740
(301) 731-2800 X236

ROSTER (73-12-05A) con't.

Florestano, Thomas E.
Anne Arundel Community College
101 College Parkway
Arnold MD 21012
(301) 647-7100

Gear, Howard S.
Montgomery College
51 Mannakee Street
Rockville MD 20850
762-1840

Gillespie, John W.
Dundalk Community College
7200 Sollers Point Road
Baltimore, MD 21222
282-6700 X56

Glancy, Keith E.
Johns Hopkins University
Evening College
Baltimore MD 21218
366-3300 X871

Gordon, Linda
Anne Arundel Community College
College Parkway
Arnold MD 21012
647-7100, 757-0040

Haines, Dr. W. Ardell
Allegany Community College
P.O. Box 870
Cumberland MD 21502
(301) 724-7700

Hanberry, Gerald C.
Conferences & Institutes
University of Maryland
College Park MD 20742
454-5481

Helmick, William
Allegany Community College
P.O. Box 870
Cumberland MD 21502
724-7700

Klement, Jerry J.
Cooperative Extension Service
University of Maryland
Suite 4109, McKeldin Library
College Park MD 20742
454-5420

Koonz, Frances P.
University of Maryland
School of Nursing
655 W. Lombard Street
Baltimore MD 21201
528-7622

Low, Paula
Harford Community College
401 Thomas Run Road
Bel Air MD 21014
879-3920

Lukasavich, Elizabeth
Montgomery College
51 Mannakee Street
Rockville MD 20850
762-1840

Noble, Julie G.
Catonsville Community College
800 S. Rolling Road
Catonsville MD 21228
747-3220 X346

Norwood, Veronica S.
Prince Georges Community College
301 Largo Road
Largo, Md.
336-6000 X218

Oates, James L.
Catonsville Community College
800 S. Rolling Road
Catonsville MD 21228
747-3220 X257

Otto, Frederick F.
Hagerstown Junior College
751 Robinwood Drive
Hagerstown MD 21740
(301) 731-2800 X236

Potts, Susan
Howard Community College
Little Patuxent Parkway
Columbia MD 21044
(301) 730-8000 X34, 40

Quimper, James R.
University College
University of Maryland
College Park MD 20742
454-4931

ROSTER (73-12-05A) con't.

Ralston, Virginia B.
Hagerstown Junior College
751 Robinwood Drive
Hagerstown MD 21740
(301) 731-2800 X236

Reppa, Robert B.
University College Evening Division
University of Maryland
College Park MD 20742
454-5735

Rajahn, Christina Zuray
Catonsville Community College
800 S. Rolling Road
Baltimore MD 21228
747-3220 X318

Scheerer, Michael
Mount Saint Mary's College
Emmitsburg, MD 21727
(301) 447-6122 X202

Scott, Thomas J.
Maryland Institute, College of Art
1300 Mt. Royal Ave.
Baltimore MD 21217
669-9200

Seidman, Henry G.
University of Maryland
School of Pharmacy
636 W. Lombard Street
Baltimore MD 21201
528-7589, 7590

Verhaalen, Dr. Roman J.
Johns Hopkins University
Shaffer Hall, 34th & Charles Sts.
Baltimore MD 21218
(301) 366-3300 X871

Wake, Noreen
Montgomery College
Takoma Park Campus
Takoma Park MD 20012
587-9202

Watson, Rollin J.
Essex Community College
Baltimore County, MD 21237
682-6000 X408

Williams, Beryl W.
Morgan State College
Baltimore MD 21239
323-7600

Wozniak, Loretta C.
University of Baltimore
1420 North Charles Street
Baltimore MD 21201
727-6350

Cox, Dr. Joseph W.
Towson State College
Towson MD 21204
823-7500
(Dean Cox will arrive for the 1:30 group session)

Breyer, Carol Ann
Prince George's Community College
Community Services Department
301 Largo Road
Largo, MD 20028
336-6000 X303

Hudson, Philip H.
Prince George's Community College
Community Services Department
301 Largo Road
Largo, MD 20028
336-6000 X218

Weikart, Richard J.
Prince George's Community College
Community Services Department
301 Largo Road
Largo, MD 20028
568-5540

Zola Boone
Coppin State College
Baltimore, MD

Bender, Lowell E.
Garrett Community College
P.O. Box 151
McHenry, Md. 21514

ROSTER (73-12-95A) con't.

Bricker, A. June
University of Maryland
College Park, Md. 20742
454-3801

Georgantis, Joan
Frederick Community College
Route 3
Frederick, Md. 21701
662-0101 x-213

James, David P.
Prince Georges Community College
301 Largo Road
Largo, Md. 20870
336-6000 x418

Brzozowski, Charlotte
Essex Community College
7201 Rossville Boulevard
Baltimore, Md. 21237
682-6000 x-405

Juliano, Thomas
Essex Community College
7201 Rossville Boulevard
Baltimore, Md. 21237
682-6000 x-405

MANAGING THE COMMUNITY SERVICES/CONTINUING EDUCATION ENTERPRISE

May 15 and 16, 1974
(74-05-14E)

PARTICIPANTS

Ms. Karen Abernethy
Extension Agent: Home Economics
Univ. of Maryland: Frederick Co.
520 N. Market St.
Frederick, MD 21701

Nola M. Arnold
Community Services Coordinator
Montgomery College
Rockville, MD 20850

John N. Bambacus
Director, Public Affairs Institute
Department of Political Science
Frostburg State College
Frostburg, MD 21532

Mr. Ely Braun
Spec. Asst. to Pres. for
Adult Education Program
Baltimore Hebrew College
6150-B Green Meadow Pkwy.
Baltimore, MD 21209

Dr. John H. Buskey
Director, Conferences & Institutes
University of Maryland-U.C.
College Park, MD 20742

Mr. Paul Cerar
Director of Comm. Services
Harford Comm. College
401 Thomas Run Rd.
Bel Aire, MD 21014

Susan Christen
Community Services Coordinator
Montgomery College
Rockville, MD 20850

Ms. Janet R. Davis
Conferences & Institutes Division
University of Maryland-U.C.
College Park, MD 20742

Victor De Santis
Community Services Counselor
Montgomery College
Rockville, MD 20850

Ms. Naomi Everett
Off-Campus Coordinator
Anne Arundel Community College
Arnold, MD 21012

Howard S. Geer
Dean of Community Services
Montgomery College
51 Mannakee Street
Rockville, MD 20850

Dr. Keith Glancy
Director of Division of Spec. Projects
Johns Hopkins University
Evening College
Baltimore, MD 21218

Dr. Linda Gordon
Asst. to Dean of Continuing Education
for Special Programs
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

Mrs. Peggi Graves
Director of Extension Programs
Coppin State College
2500 W. North Avenue
Baltimore, MD 21216

Dr. David Hartl
Asst. Director, Conferences & Institutes
University of Maryland-U.C.
College Park, MD 20742

Thomas J. Juliano
Director, Center for Community Services
Essex Community College
7201 Rossville Blvd.
Baltimore, MD 21237

Mr. Nicholas Kolb
Asst. Dean of Evening College
Johns Hopkins University
Baltimore, MD 21218

Mr. Jim LaCalle
Coordinator of Off-Campus Insturction
Harford Community College
Bel Aire, MD 21014

Elizabeth S. Ludasavich
Community Services Coordinator
Montgomery College
51 Mannakee St.
Rockville, MD 20850

Ms. Carol Messenger
Program Coordinator
Conferences & Institutes Division
University of Maryland-U.C.
College Park, MD 20742

Mrs. Mary Moore
Cooperative Extension Service
University of Maryland
College Park, MD 20742

Ms. Julie Noble
Coordinator
Catonsville Community College
800 S. Rolling Rd.
Baltimore, MD 21228

Mr. James Oates
Director, Community Services
Catonsville Community College
800 S. Rolling Rd.
Baltimore, MD 21228

Dr. Frederick F. Otto
Dean of Community Services
Hagerstown Junior College
751 Robinwood Dr.
Hagerstown, MD 21740

Mr. Leonard Richardson
Administrative Asst.-Center for
Continuing Education
Morgan State College
Baltimore, MD 21239

Ms. Veronica Ruszin
Program Coordinator
Office of Conference Development
University of Maryland
Baltimore, MD 21201

Mr. Anthony South
Educational Associate
Regional Educational Service Agency
110 Washington
Cumberland, MD 21502

Jean Stremmel
Inst., Continuing Education
University of Maryland
School of Nursing
655 W. Lombard St.
Baltimore, MD 21201

Mr. Charles Talbert
Staff Associate AESD Project
Morgan State College
Baltimore, MD 21239

Ms. Bonnie Tanner
Extension Agent: Home Economics
University of Maryland: Mont. Co.
600 S. Frederick
Gaithersburg, MD 20760

Noreen S. Wake
Program Coordinator
Montgomery Community College
7600 Takoma Avenue
Takoma Park, MD 20012

Rollin J. Watson
Associate Dean, Continuing Education
Essex Community College
Baltimore County, MD 21237

Mr. Richard Weikart
Program Director
Prince George's Community College
301 Largo Rd.
Largo, MD 20870

Dr. Beryl Williams
Dean of Center of Continuing Education
Morgan State College
Baltimore, MD 21239

PROPOSAL WRITER'S INSTITUTE
June 5 and 6, 1974

PROGRAM II

Participants
(Revised List)

Miriam Alexander
Grants Specialist
Catonsville Community College
800 South Rolling Road
Catonsville, Maryland 21228

Nola Arnold
Community Service Coordinator
Montgomery College
Rockville, Maryland 20850

Ely Braun
Special Assistant to President
on Adult Education
Baltimore Hebrew College
6150-B Green Meadow Parkway
Baltimore, Maryland 21208

John H. Buskey
Director, Conferences & Institutes
Division
University College
University of Maryland
College Park, Maryland 20742

Janet Davis
Project Coordinator
University College
Conferences & Institutes Division
University of Maryland
College Park, Maryland 20742

Milton A. Dugger
Dean of Community Services
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

Ella Edemy
Coordinator of Training & Continuing
Education
1111 Park Avenue #405
Baltimore, Maryland 21201

Keith E. Glancy
Director, Special Programs
Evening College
The Johns Hopkins University
Baltimore, Maryland 21218

Felicia Glascoe
Ass't. Director/Coordinator
Center for Educational Advancement
1411 K. Street, N.W.
8th Floor
Washington, D.C. 20005

Bennie Graves
Director of Special Projects
Coppin State College
2500 W. North Avenue
Baltimore, Maryland 21216

Nicholas E. Kolb
Assistant Dean
Evening College
The Johns Hopkins University
Baltimore, Maryland 21218

Frederick F. Otto
Dean of Community Services
Hagerstown Junior College
751 Robinwood Drive
Hagerstown, Maryland 21740

Barbara A. Smith
Title VII - Project Director
Catonsville Community College
800 South Rolling Road
Catonsville, Maryland 21215

Jean Stremmel
Instructor, Continuing Education
University of Maryland
School of Nursing
655 West Lombard Street
Baltimore, Maryland 21201

Roman J. Verhaalen
Dean, Evening College
The Johns Hopkins University
Baltimore, Maryland 21218

Zoe Walker
Administrative Assistant, Title III
Coppin State College
2500 West North Avenue
Baltimore, Maryland 21216

PROMOTING & PUBLICIZING PROGRAMS
June 25-26, 1974

PARTICIPANTS
(Revised list)

Ms. Nola Arnold
Community Services Coordinator
Montgomery College
Rockville, MD 20850

Robert Baikauskas
Director of Public Relations
Dundalk Community College
7200 Sollers Point Road
Baltimore, MD 21222

Mr. Steve Barber
Program Coordinator - Program
of Continuing Education
University of Maryland - School
of Medicine
29 S. Greene
Baltimore, MD 21201

Carol Ann Breyer
Program Director, Community Services
P. G. Community College
301 Largo Rd.
Largo, MD 20770

Dr. John H. Buskey
Director of Conferences & Institutes
University College
University of Maryland
College Park, MD 20742

David Butcher
Program Development Specialist
Conferences & Institutes Division
University College
University of Maryland
College Park, MD 20742

David Chittenden
Conference Coordinator
Conferences & Institutes Division
University College
University of Maryland
College Park, MD 20742

Susan Christen
Community Services Coordinator
Montgomery College
Rockville, MD 20850

Janet R. Davis
Program Coordinator
Conferences & Institutes Division
University College
University of Maryland
College Park, MD 20742

Victor J. De Santis
Community Services Counselor
Montgomery College
Rockville, MD 20850

Ms. Linda Elengold
Editorial Assistant
University College
University of Maryland
College Park, MD 20742

Mrs. Margie Freeman
Assistant to the State Leader
Extension Home Economics
University of Maryland
Symons Hall - Room 1200
College Park, MD 20742

Charlotte Gilmore
Program Assistant
P. G. Community College
301 Largo Rd.
Largo, MD 20770

Ann Hauptman
Conference Coordinator
Conferences & Institutes Division
University College
University of Maryland
College Park, MD 20742

Kathleen Kelly
Staff Writer
Bowie State College
Bowie, MD 20715

Mr. D. Marc Kever
Coordinator of Publication
University College
University of Maryland
College Park, MD 20742

Martha Lambert
Coordinator of Public Relations
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228

Helen Linhard
Assistant Director, Continuing Education
College of Notre Dame of Maryland
4701 North Charles Street
Baltimore, MD 21210

Elizabeth S. Lukasavich
Community Services Coordinator
Montgomery College
51 Manakee Street
Rockville, MD 20850

Carol Jean Messenger
Conference Coordinator
Conferences & Institutes Divsion
University College
University of Maryland
College Park, MD 20740

Mrs. Cheryl L. Messenger
Off-Campus Division Information
Services Rep. Curriculum Advisor,
Law Enforcement Program
University College
University of Maryland
College Park, MD 20742

Dixie Miller
Director Continuing Education
Hood College
Frederick, MD 21701

Mrs. Shirley Mott
Extension Home Economics Editor
Extension Home Economics
University of Maryland
Symons Hall - Room 1200
College Park, MD 20742

Ms. Dottie Murphree
Conferences & Institutes Division
University College
University of Maryland
College Park, MD 20742

Julie Noble
Coordinator Community Services
Catonsville Community College
800 S. Rolling Road
Baltimore, MD 21228

Veronica S. Norwood
Program Director Community Services
P. G. Community College
301 Largo Road
Largo, MD 20770

Susan Rothholz
Community Information Assistant
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228

Veronica Ruszin
Program Coordinator
C & I Division, OCD - Univ. of Maryl
520 W. Lombard St.
Baltimore, MD 21201

Eleanor H. Schubert
Aide to Director of Evening College
Bowie State College
Bowie, MD 20601

Richard J. Siciliano
Director, Student Personnel Services
Charles County Community College
Box 910
La Plata, MD 20601

Frank Spanbauer
Conference Coordinator
Conferences & Institutes Division
University College
University of Maryland

Charles Talbert
Staff Associate
Morgan State College
Cold Springs Lane & Hillen Rd.
Baltimore, MD 21239

Ms. Bernadette Toomey
Community Services Counselor
Montgomery College
51 Manakee Street
Rockville, MD 20850

Noreen S. Wake
Community Services Coordinator
Montgomery College
7600 Takoma Avenue
Takoma Park, MD 20912

Julie Wierzbicki
Conference Coordinator
Conferences & Institutes Division
University College
University of Maryland
College Park, MD 20742

Mrs. Eleanor Young
Clothing & Textiles
Extension Home Economics
University of Maryland
Symons Hall - Room 1200
College Park, MD 20742

CONFERENCE ON THE CONTINUING EDUCATION UNIT

July 10, 1974

Roster of Participants
(revised list)

Nola Arnold
Community Services Coordinator
Montgomery College
Rockville, MD

James P. Baker
Assistant Director
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

S. L. Barber
Program Coordinator
Program of Continuing Education
School of Medicine
University of Maryland
29 S. Greene Street
Baltimore, MD

Rita E. Bastek
MEHC - Scholarship Committee
Maryland Extension Homemakers Council
5906 Arbroath Dr.
Clinton, MD

A. Baughman
Sect., Prog. of Cont. Educ.
Program of Continuing Education
School of Medicine
University of Maryland
29 S. Greene Street
Baltimore, MD

Christina Bauman
Instructor
Catonsville Community College
800 S. Rolling Road
Catonsville, MD

Wayne Becraft
Director, Adm. & Reg.
University of Maryland - U.C.
College Park, MD

Dr. John H. Buskey
Director, Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

M. Arthur Camper
Counselor
Morgan State College
Center for Continuing Education
Baltimore, MD

Paul R. Cerar
Director of Community Services
Harford Community College
401 Thomas Run Rd.
Bel Air, MD

David Chittenden
Conference Coordinator
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

Janet Cogliano
Catonsville Community College
800 S. Rolling Road
Baltimore, MD 21228

Mildred Covey
Registrar
Goucher College
Towson, MD

Janet Davis
Project Coordinator
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

Michael L. Deluca
Assistant to the President
Catonsville Community College
800 S. Rolling Road
Catonsville, MD

Joseph P. DeSantis
Dean, Community Services
Howard Community College
Little Patuxent Parkway
Columbia, MD

Edward Firlie
Program Coordinator
Regional Education Service Agency
110 Washington Street
Cumberland, MD

John Gill
Assistant Director of Admissions
Mount St. Mary's College
Emmitsburg, MD

Charlotte Gilmore
Program Assistant
Prince George's Community College
301 Largo Road
Largo, MD

Mariano Gonzalez
Director of Admissions, Records & Registration
Catonsville Community College
Catonsville, MD

Richard Gould
Director of Computer Science
Catonsville Community College
Catonsville, MD

Arthur J. Halligan
Program Development Specialist
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

Dr. David E. Hartl
Assistant Director
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

Peggy Harvie, Instructor
School of Nursing
University of Maryland
655 W. Lombard Street
Baltimore, MD

Dr. Marvin Hess
Catonsville Community College
800 S. Rolling Road
Baltimore, MD 21228

William E. Helmick
Director of Adult Education
Allegany Community College
P. O. Box 870
Cumberland, MD

Thomas Hicks
Morgan State College
Hellen & Cold Spring Lane
Baltimore, MD 21239

Edward R. Johnston
Director of Continuing Education
Chesapeake College
Wye Mills, MD

Thomas J. Juliano
Director, Center for Community Services
Essex Community College
7201 Rossville Boulevard
Baltimore, MD

Kenneth Kagy
Program Development Specialist
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

Raymond E. Kohler
Administrative Coordinator
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

Margaret H. Kraus
Alumnae Director
Goucher College
Towson, MD

James F. LaCalle
Coordinator of Off-Campus Instruction
Harford Community College
401 Thomas Run Road
Bel Air, MD

C. Leonardy
Director, Programs & Conferences
Program of Continuing Education
School of Medicine
University of Maryland
29 S. Greene Street
Baltimore, MD

Paula Low
Coordinator of Special Projects
Harford Community College
401 Thomas Run Road
Bel Air, MD

Frances L. Miner
Associate Director, Evening and Summer School
Towson State College
Towson, MD

John G. Moran
Director of Executive MBA
Loyola College
4501 N. Charles Street
Baltimore, MD

Shirley J. Mott
Extension Home Economics Editor
Room 1203, Symons Hall
University of Maryland
College Park, MD

Dr. Donald Mulcahey
Dean, College of Continuing Education
University of Baltimore
Charles at Mount Royal Avenue
Baltimore, MD

Howard E. Newman
Assistant Director
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

Veronica S. Norwood
Program Director, Community Services
Prince George's Community College
301 Largo Road
Largo, MD

Beth Peterson
Office of Continuing Education
Box 75
Catholic University
Washington, D.C. 20017

Susan Potts
Assistant Dean of Community Services
Howard Community College
Little Patuxent Parkway
Columbia, MD

Edward J. Riehl
Loyola College
5401 N. Charles Street
Baltimore, MD

John R. Rodman
Dean of Instruction
Chesapeake College
Wye Mills, MD

Veronica Ruszin
Program Coordinator
Office of Conference Development
Conferences and Institutes Division
University of Maryland - U.C.
520 W. Lombard Street
Baltimore, MD

Hilary Sargeant
Coordinator, Office of Special Programs
Loyola College
5401 N. Charles Street
Baltimore, MD

Carl C. Seldomridge
Director of Records & Registration
Prince George's Community College
301 Largo Road
Largo, MD

Frank Spanbauer
Conference Coordinator
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

Jean Stremmel
Instructor, Continuing Education
School of Nursing
University of Maryland
655 W. Lombard Street
Baltimore, MD

Julie Wierzbicki
Conference Coordinator
Conferences and Institutes Division
University of Maryland - U.C.
College Park, MD

R. O. C. Worcester
Assistant Director, Alumni Relations
Johns Hopkins University
3400 North Charles Street
Baltimore, MD

Dr. Dorothy P. Van Zandt
Food & Nutrition Specialist
Cooperative Extension Services
University of Maryland
College Park, MD 20742

CS/CE PROGRAM DEVELOPMENT AND PLANNING WORKSHOP
October 22, 1974

Roster of Participants

Nola Arnold
Community Services Coordinator
Montgomery College
Rockville, MD 20850

James Baker
Assistant Director
Conferences & Institutes Division
University of Maryland University College
College Park, MD 20742

Judy Ballard
Conference Coordinator
Conferences & Institutes Division
University of Maryland University College
College Park, MD 20742

John M. Bowen
Associate Director
Evening & Summer Division
Towson State College
Baltimore, MD 21204

Charlotte Brzozowski
Asst. Dir./Community Services
Essex Community College
7201 Rossville Blvd.
Baltimore, MD 21237

Howard Caplan
Associate Prof.-Gov't & Politics
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228

Susan Christen
Coordinator - C.S.
Montgomery College
Rockville, MD 20750

Milton A. Dugger
Dean of Community Services
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, MD 21215

Charlotte Gilmore
Program Assistant - Community Services Office
Prince Georges Community College
301 Largo Road
Largo, MD 20870

Keith Glancy
Director of the Division of Special Programs
Evening College
The Johns Hopkins University
Baltimore, MD 21218

Linda Gordon
Continuing Education
Anne Arundel Community College
101 College Parkway
Arnold, MD 21012

Sister Mary Oliver Hudon
Director Weekend College
College of Notre Dame
7401 N. Charles Street
Baltimore, MD 21210

Denise M. Johnson
Manage. Specialist - HS
University of Md. DHEW
4321 Hartwick Road
College Park, MD 20740

Thomas J. Juliano
Director/Community Services
Essex Community College
7201 Rossville Blvd.
Baltimore, MD 21237

Ken Kagy
Program Development Specialist
Conferences & Institutes Division
University of Maryland University College
College Park, MD 20742

Nicholas Kolb
Asst. Dean - Evening College
The Johns Hopkins University
Baltimore, MD 21218

Elizabeth S. Lukasavich
Community Services Coordinator
Montgomery College
51 Mannakee Street
Rockville, MD 20850

Tony Mammarella
Coordinator of Extension Centers
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228

Julie Noble
Coordinator, Community Programs
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228

Robert Noble
Coordinator, Programs for
Business & Industry
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228

James L. Oates
Director, Continuing Education
& Community Services
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228

Barbara Olive
Resource Admin. Specialist
University of Maryland University
College
4321 Hartwick Road
College Park, MD 20740

Kathryn Orso
Admin. Asst.
Essex Community College
Baltimore County, MD 21237

Bill Phillip
Coordinator, Programs for the
Handicapped
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228

David Pitt
Asst. Prof. - Horticulture
University of Maryland
College Park, MD 20742

Virginia Ralston
Asst., Community Services
Hagerstown Junior College
Hagerstown, MD 21740

Veronica Ruszin
Program Coordinator
University of Maryland University
College
Office of Conference Development
520 W. Lombard St.
Baltimore, MD 21201

Michael H. Scheerer
Director, Office of Counseling
Services
Mount Saint Mary's College
202 Administration Building
Emmitsburg, MD 21727

Eleanore H. Schubert
Aide to the Director
Bowie State College-Evening Division
Bowie, MD 20715

Bruce Sorter
State Community Development Specialist
Univeristy of Maryland
Symons Hall - Room 1109A
College Park, MD 20742

Bernadette Toomey
Counselor
Montgomery College
Rockville, MD 20850

Noreen S. Wake
Community Services Coordinator
Montgomery College
7600 Takoma Avenue
Takoma Park, MD 20012

Norma Walker
Dundalk Community College
7200 Sollers Point Road
Dundalk, MD 21222

Beryl W. Williams
Dean
Center for Continuing Education
Morgan State College
Baltimore, MD 21239

John Wilson
Assistant Director
University of Maryland, SSW&CP,
Dept. of Cont. Education
525 W. Redwood Street
Baltimore, MD 21201

SEMINAR ON EVALUATION IN THE PLANNING PROCESS

October 23, 1974

Roster of Participants

Nola Arnold
Comm. Serv. Coord.
Montgomery College
Rockvile, MD 20850

James P. Baker
Assistant Director
Univ. of Md. Univ. Coll.
Conferences & Institutes Div.
Univ. Blvd. at Adelphi Rd.
College Park, MD 20742

John H. Buskey
Director
Univ. of Md. Univ. Coll.
Conferences & Institutes Div.
Univ. Blvd. at Adelphi Rd.
College Park, MD 20742

Dave Butcher
Program Development Specialist
Univ. of Md. Univ. Coll.
Conferences & Institutes Div.
Univ. Blvd. at Adelphi Rd.
College Park, MD 20742

Susan Christen
C.S. Coordinator
Montgomery College
Rockville, MD 20850

Janet Davis
Coordinator - CS/CE Project
Univ. of Md. Univ. Coll.
Conferences & Institutes Div.
Univ. Blvd. at Adelphi Rd.
College Park, MD 20742

Joseph DeSantis
Dean of Comm. Services
Howard Community College
Columbia, MD 21043

Milton Dugger
Dean of Community Services
Community College of Baltimore
2901 Liberty Heights Ave.
Baltimore, MD 21215

Dr. Keith Glancy
Dir. of the Div. of Special Programs
Evening College
The Johns Hopkins University
Baltimore, MD 21218

Arthur J. Halligan
Program Development Specialist
Univ. of Md. Univ. Coll.
Conferences & Institutes Division
Univ. Blvd. at Adelphi Rd.
College Park, MD 20742

David E. Hartl
Assistant Director
Univ. of Md. Univ. Coll.
Conferences & Institutes Division
Univ. Blvd. at Adelphi Rd.
College Park, MD 20742

Ann Hauptman
Conference Coordinator
Univ. of Md. Univ. Coll.
Conferences and Institutes Div.
Univ. Blvd. at Adelphi Rd.
College Park, MD 20742

Nicholas Kolb
Assistant Dean-Evening College
The Johns Hopkins University
Baltimore, MD 21218

Elizabeth S. Lukasavich
Community Svs. Coordinator
Montgomery College
51 Mannakee St
Rockville, MD 20850

Bob Noble
Coordinator
Catonsville Community College
800 S. Rolling Rd.
Catonsville, MD 21228

Julie Noble
Coordinator
Catonsville Community College
800 S. Rolling Rd.
Catonsville, MD 21228

Veronica Norwood
Program Director-Service Office
Prince Georges Comm. College
301 Largo Rd.
Largo, MD 20870

Fred Otto
Hagerstown Junior College
Hagerstown, MD

Bill Phillip
Coordinator
Catonsville Community College
800 S. Rolling Rd.
Catonsville, MD 21228

David Pitt
Assistant Professor
Horticulture
University of Maryland
College Park, MD 20742

Veronica Ruszin
Program Coordinator
Office of Program Development
University of Maryland Univ. Coll.
520 W. Lombard St.
Baltimore, MD 21201

Eleanore H. Schubert
Bowie State College
Bowie, MD 20715

Bruce Sorter
State Comm. Dev. Specialist
University of Maryland
Symons Hall - Rm. 1109A
College Park, MD 20742

Bernadette Toomey
Counselor
Montgomery College
Rockville, MD 20850

Gail B. Wachter
Technician
Catonsville Community College
800 S. Rolling Rd.
Catonsville, MD 21228

Norma Walker
Dundalk Community College
7200 Sollers Point Rd.
Dundalk, MD 21222

Jean Stremmel
University of Maryland
Baltimore Campus
Baltimore, MD 21201

Barbara Olive
Resource Admin. Specialist
University of Md. University Coll.
4321 Hartwick Rd.
College Park, MD 20740

Denise M. Johnson
Univ. of Md., DHEW
4321 Hartwick Rd.
College Park, MD 20740

Dea Anderson Klein
The Johns Hopkins University
Baltimore, MD 21218

Helen Linhard
Assistant Director
College of Dotre Dame of MD
4701 N. Charles St.
Baltimore, MD 21210

Virginia Ralston
Hagerstown Junior College
Hagerstown, MD 21740

Mrs. Beryl W. Williams
4905 The Alameda
Baltimore, MD 21239

STATEWIDE CONFERENCE ON THE FUTURE OF COMMUNITY

SERVICE/CONTINUING EDUCATION 74-12-04A

John W. Alexander
Associate Vice Chancellor
University of Maryland Baltimore County
Wilkens Avenue
Baltimore, MD 21228

Nola M. Arnold
Community Services Coordinator
Montgomery College
Rockville, MD 20850

James P. Baker
Assistant Director
Conferences & Institutes
University of Maryland University College
College Park, MD 20742

S. Barber
Program Coordinator
University of Maryland/School of Medicine
29 S. Greene Street
Baltimore, MD

Dr. Robert I. Bickford
President
Prince George's Community College
301 Largo Road
Largo, MD 20870

John M. Bowen
Associate Director
Towson State College
Towson, MD 21204

Carol Ann Breyer
Director, College & Community Relations
Prince George's Community College
301 Largo Road
Largo, MD 20870

Dr. A. June Bricker
Department Head & State Leader
Maryland Cooperative Extension Service
Symond Hall, University of Maryland
College Park, MD 20742

Harts M. Brown
Staff Associate AEDS
Morgan State College
Coldspring Lane & Hillen Road
Baltimore, MD 21239

Rufus C. Browning
Dean of Education
Montgomery College
2213 Parker Avenue
Silver Spring, MD 20902

Charlotte Brzozowski
Assistant Director, Community Services
Essex Community College
Baltimore, MD 21237

John H. Buskey
Director
Conferences & Institutes
University of Maryland University College
College Park, MD 20742

Lillian Butkiewicz
Coordinator of Special Project
Harford Community College
401 Thomas Run Road
Bel Air, MD 21014

Charles Cacace
Director, Dept. of Continuing Education
University of Maryland/School of Social Work & Community Planning
525 W. Redwood Street
Baltimore, MD 21201

Robert F. Carbone
Department of Administration
School of Education
University of Maryland
College Park, MD 20742

Paul R. Cerar
Director of Community Service
Harford Commuinty College
401 Thomas Run Road
Bel Air, MD 21014

David Chittenden
Conference Coordinator
University of Maryland University College
College Park, MD 20742

Susan Christen
Com. Services Coordinator
Montgomery College
Rockville, MD 20850

Eugenia F. Conrad
Nursing Instructor
Catonsville Community College
1004 Cedarcroft Road
Baltimore, MD 21212

Dr. Bette Coplan
Director of Research for Continuing Education
University of Maryland University College
College Park, MD 20742

Dr. Joseph W. Cox
Dean, Evening-Summer-Minimester Program
Towson State College
Towson, MD 21204

Janet Davis
Project Coordinator
University of Maryland, University College
College Park, MD 20742

Joseph P. DeSantis
Dean of Community Services
Howard Community College
Columbia, MD 21044

Milton A. Dugger
Dean of Community Services
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, MD 21215

Victor DeSantis
Community Services Counselor
Montgomery College
Rockville, MD 20850

Juanita L. Edwards
The Johns Hopkins University
Baltimore, MD 21218

Elaine H. Ernest
M.S. Candidate for Adult & Cont uing Education
The Johns Hopkins University
9453 Kilimanjaro Road
Columbia, MD 21045

Dr. Thomas E. Florestano
Dean of Evening & Community Instruction
Prince George's Community Colle
301 Largo Road
Largo, MD 20031

Ms. Norma Ford
Administrative Assistant for Community Outreach
Center of Continuing Education
Morgan State College
Baltimore, MD 21239

Margie D. Freeman
Assistant to State Leader
Maryland Cooperative Extension Service
Symons Hall, University of Maryland
College Park, MD 20742

Howard S. Geer
Dean of Community Services
Montgomery College
51 Mannakee Street
Rockville, MD 20850

David E. Hartl
Assistant Director
University of Maryland Univers College
College Park, MD 20742

Barbara Hawkins
Assistant to the Dean
Villa Julie College
Green Spring Valley Road
Stevenson, MD 21153

William Helmick
Director of Adult Education
Allegany Community College
Willow Brook Road
Cumberland, MD 21502

Faculty In-Service Training Program

Catonsville Community College

Participants

NAMES	2-8-75 9:30am-4:30pm	2-17-75 2:00pm-4:00pm	2-24-75 2:00pm-4:00pm	3-5-75 2:00pm-4:00pm	3-17-75 2:00pm-4:00pm	3-19-75 2:00pm-4:00pm
Joel Lapin	X					
Donald Hobbs	X	X				
Andrew Weber	X					
Louise Meister	X					
Don Jansiewicz	X	X	X	X	X	
Christina Rojahn	X	X			X	
Ruth Ann Patterson	X	X	X			
Jim Koury	X	X	X	X		
Harvy Dubin	X	X	X	X	X	
Paul Boxell	X	X			X	X
Pat Buck	X	X	X	X	X	
Margaret McCullin	X		X			
Steve Germeroth	X					
Terry Harville	X	X	X		X	X
Bonnie Preston	X	X	X		X	X
Stephanie Caravello	X	X				
Bill Philipp	X	X	X		X	X
Glen Chambers	X	X	X			

243, 244, 245 246

NAME	2-8-75 9:30am-4:30pm	2-17-75 2:00pm-4:00pm	2-24-75 2:00pm-4:00pm	3-5-75 2:00pm-4:00pm	3-17-75 2:00pm-4:00pm	3-19-75 2:00pm-4:00pm
Charles Taylor	X					
Joyce Kaetzel	X	X		X		X
Dorothy Justice	X					
Lou Eisenhauer	X	X	X			
Gladys Tankard	X	X	X	X	X	X
Walt Weber	X	X		X	X	X
Dick Morrison		X	X	X	X	X
Julie Noble		X	X	X		
Donna Cookson			X	X		
Howard Caplan		X	X			X
Evelyn McCullough		X				
Peggy McCullen				X	X	

Maryland Community Service/Continuing Education Project

Faculty In-Service Training Evaluation Seminar

April 16, 1975, 1:00 PM-4:30 PM

ROSTER

Dr. Ricahrd J. Allen
Director, Div. of Arts & Sciences
Evening College & Summer Sessions
The Johns Hopkins University
203 Shaffer Hall
Baltimore, MD

S. Barber
Prog. Coord.
Prog. of Cont. Ed.
University of Maryland
School of Medicine
29 S. Greene St.
Baltimore, MD 21201

Carol Ann Breyer
Director, College / Comm. Relations
Prince Georges Community Coll.
301 Largo Rd.
Largo, MD 20870

Leo J. Cantelope
Program Development Spec.
University College
University of Maryland
Conferences & Institutes Div.
College Park, MD 20742

Bob Carbone
University of Maryland
College of Education
College Park, MD 20742

David Chittenden
University of Maryland
University College
Conferences & Institutes Div.
University Boulevard at Adelphi Rd.
College Park, MD 20742

M.G. Daly
Dean, UMUC
University of Maryland
University College
University Boulevard at Adelphi Rd.
College Park, MD 20742

Janet Davis
Project Coordinator
University of Maryland
University College
Conferences & Institutes Div.
University Boulevard at Adelphi Rd.
College Park, MD 20742

Victor De Santis
Comm. Services Counselor
Montgomery College
Rockville, MD 20850

Milton A. Dugger
Dean of Community Services
Community College of Baltimore
2901 Liberty Heights Ave.
Baltimore, MD 21215

Mildred Easson
Counselor for Intergroup Relations
Bowie State College
Bowie, MD 20715

Juanita Edwards
The Johns Hopkins University
Baltimore, MD

Thomas E. Florestano
Dean
Prince George's Community College
Largo, MD 20870

Mrs. Norma B. Ford
Admin. Asst./Comm. Outreach
Morgan State College
Baltimore, MD 21239

Linda Gordon
Anne Arundel Community
College

David E. Hartl
Asst. Director
University of Maryland
University College
Conferences & Institutes Div.
University Boulevard at Adelphi Rd.
College Park, MD 20742

W. Hohenstein
Director of Articulation
University of Maryland
College Park, MD 20742

Dean Holt
11129 Wood Elves Way
Columbia, MD 21044

Floretta J. Jones
Staff Developer
Provident Hospital
2600 Liberty Heights Ave.
Baltimore, MD 21216

Jerry Lapides
Regional Training Spec.
Head Start Regional Resource
& Training Center
4321 Hartwick Rd.
College Park, MD 20740

Peter P. Lamy, Ph.D., F.C.P.
Dir. of Inst. Pharmacy
University of Maryland Hospital
School Pharmacy
636 W. Lombard St.
Baltimore, MD 21201

Robert Noble
Catonsville Community College
800 S. Rolling Rd.
Baltimore, MD 21228

Jim Oates
Director of Cont. Education & Comm
Catonsville Community College
Catonsville, MD 21218

Barbara B. Olive
Administration/Resource Spec/
Conferences & Institutes Head Star
4321 Hartwick Rd.
College Parl, MD 20740

Fred Otto
Dean of Community Services
Hagerstown Jr. College
Hagerstown, MD 21740

Dr. Charles T. Pridgeon
Asst. Dean for Cont. Ed. & Prof.
of Periodontology
University of Maryland
666 W. Baltimore St.
Baltimore, MD 21201

R.B. Reppa
Director
EAWD University of Maryland
University College
University Boulevard at Adelphi Rd
College Park, MD 20742

Ms. Eleanore H. Schubert
Admin. Aide
Bowie State College
Evening College
Bowie, MD 20715

Barbara Smith
Project Director Comm. Services
Catonsville Community College
800 S. Rolling Rd.
Catonsville, MD 21228

N. Jean Stremmel
Instructor, Cont. Ed.
University of Maryland, School of
Nursing
655 W. Lombard St.
Baltimore, MD 21030

Stephen E. Sugar
Progr. Dir., Comm. Svs.
Prince Georges Comm. College
301 Largo Rd.
Largo, MD 20870

Dr. Roman J. Verhaalen
Dean
Johns Hopkins University
34th Homewood & Charles
Baltimore, MD 21210

Norma S. Walker
Asst. Cont. Education
Dundalk Community College
7200 Sollers Point Rd.
Dundalk, MD 21222

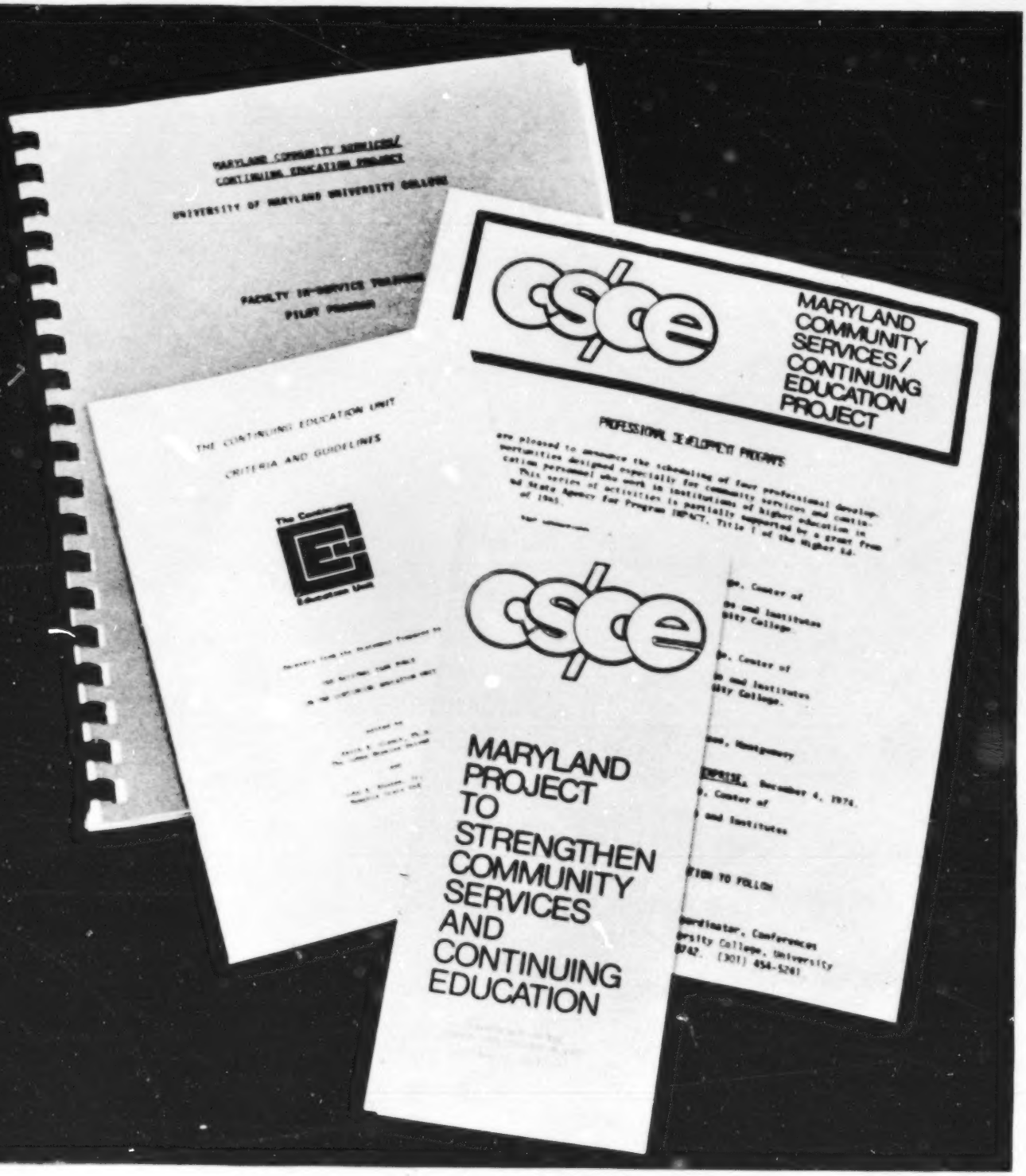
Daniel F. Whitford
Asst. to the Dean
University of Maryland
University College
University Boulevard at Adelphi Rd.
College Park, MD 20742

Beryl Williams
Dean-Center for Cont. Ed.
Morgan State College
Baltimo-e, MD 21239

Leon R. Young
Special Faculty Liaison
University of Maryland
University College
University Boulevard at Adelphi Rd.
College Park, MD 20742

APPENDIX L

Copy of the Photo Essay and Brief Report
Maryland Statewide Project to Strengthen Community Services and
Continuing Education in Institutions of Higher Education


csce
MARYLAND COMMUNITY SERVICES / CONTINUING EDUCATION PROJECT
csce
MARYLAND PROJECT TO STRENGTHEN COMMUNITY SERVICES AND CONTINUING EDUCATION

MARYLAND STATEWIDE PROJECT TO STRENGTHEN COMMUNITY SERVICES AND CONTINUING EDUCATION IN INSTITUTIONS OF HIGHER EDUCATION

The Maryland Project to Strengthen Community Services and Continuing Education in Institutions of Higher Education was proposed and funded by an HEA Title I grant to provide for the sharing of information, training of staff and ultimately to the coordination of programs in community services and continuing education among institutions of higher education in the state of Maryland.

The Project Staff and a Statewide Advisory Committee, composed of deans and directors of Community Service/Continuing Education from 2-year, 4-year, private and public Maryland higher education institutions, developed and monitored several programs and activities for addressing these information, training, and coordination needs.

The major impact of this project was the development and implementation of the following professional in-service development seminars and conferences which were offered to CS/CE personnel throughout the year:

- Statewide Conference on Community Services and Continuing Education
- Managing the Community Service and Continuing Education Enterprise Workshop
- Proposal Writers Institute
- Promoting and Publicizing Programs Workshop
- Conference on the Continuing Education Unit
- Program Development and Planning Workshop

- Seminar on Evaluation in the Planning Process
- Conference on the Future of Community Services and Continuing Education
- Faculty In-Service Training Program on the Adult Learner

In addition to these formal activities, the following task forces, composed of a wide variety of professionals throughout the state, met to discuss strategies for addressing the issues and concerns of community services and continuing education:

TASK FORCE ON FACULTY IN-SERVICE TRAINING - this task force developed the pilot in-service training program on Andragogy and produced an extensive evaluation summary indicating the transferability of such a program to other Maryland institutions.

TASK FORCE ON ALTERNATIVE DELIVERY SYSTEMS - these systems were identified and a proposed plan for an in-depth study and evaluation of potential delivery systems for the State of Maryland was submitted to the Advisory Committee for further action.

TASK FORCE ON BIBLIOGRAPHIC RESOURCES - a bibliographic survey of resources for community services and continuing education was conducted. The results were tabulated and disseminated to professionals involved in Community Service/Continuing Education.

The Maryland Continuing Education and Community Services project has thus provided the impetus toward the direction of cooperative sharing of information, problem solving and professional development within the continuing education and community services enterprise in Maryland.

Impact Project Title: Maryland Statewide Project to Strengthen Community Services and Continuing Education Programs in Institutions of Higher Education

Institution: University of Maryland University College, College Park, Maryland

Project Director: John H. Buskey, Director, Conferences and Institutes Division
University of Maryland University College

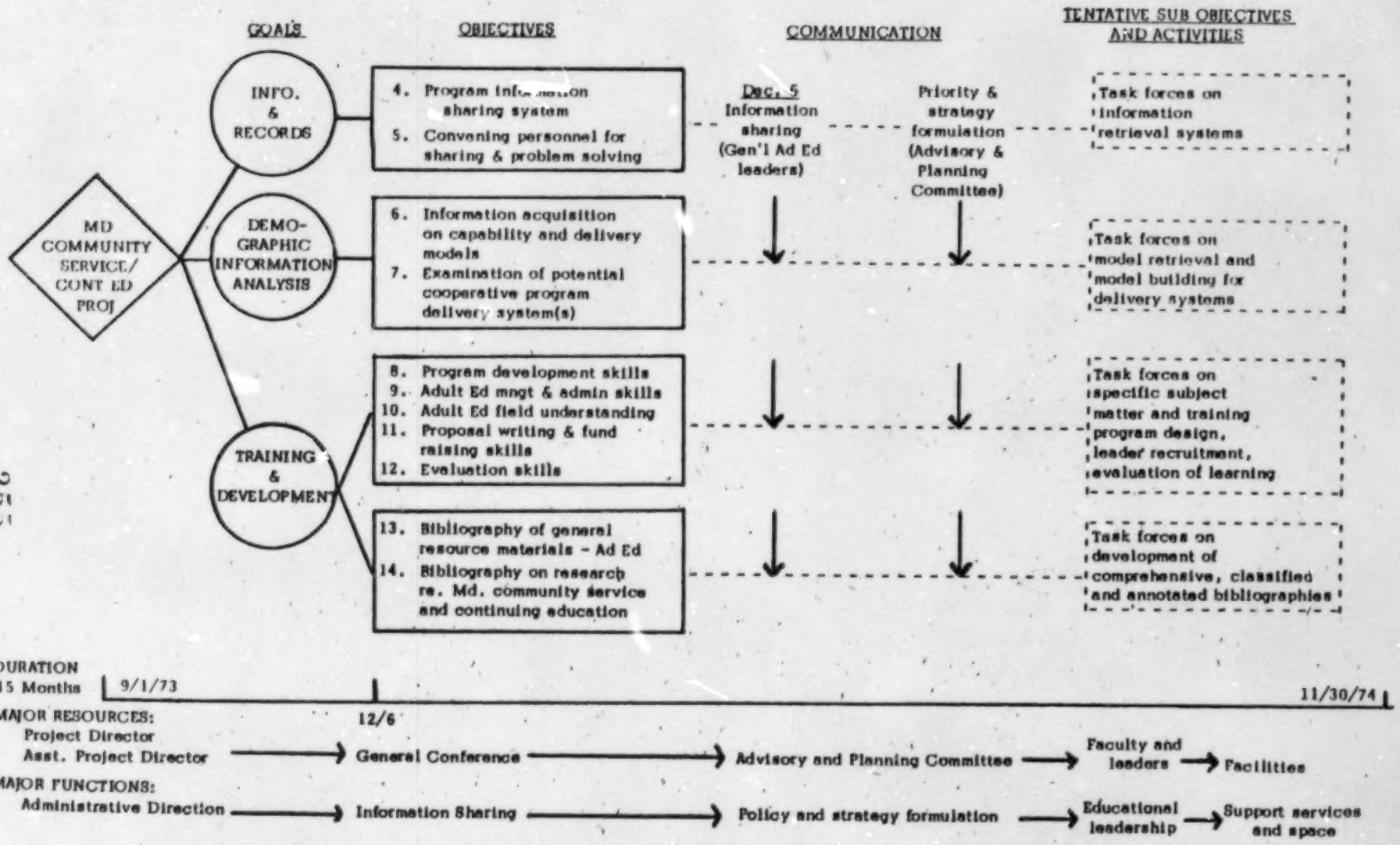
Project Budget:

Federal Funds	-	$40,152.00
Matching Funds	-	$36,489.74
Total Funds	-	$76,641.74

program IMPACT
Community Service and Continuing Education
Higher Education Act of 1965 - Title I

APPENDIX M

Schematic Conceptualization and Planning Line of the
Maryland Community Service and Continuing Education Project


GOALS
OBJECTIVES
COMMUNICATION
TENTATIVE SUB OBJECTIVES AND ACTIVITIES
MD COMMUNITY SERVICE/ CONT ED PROJ
INFO. & RECORDS
DEMO-GRAPHIC INFORMATION ANALYSIS
TRAINING & DEVELOPMENT
4. Program information sharing system
5. Convening personnel for sharing & problem solving
6. Information acquisition on capability and delivery models
7. Examination of potential cooperative program delivery system(s)
8. Program development skills
9. Adult Ed mngt & admin skills
10. Adult Ed field understanding
11. Proposal writing & fund raising skills
12. Evaluation skills
13. Bibliography of general resource materials - Ad Ed
14. Bibliography on research re. Md. community service and continuing education
Dec. 5
Information sharing (Gen'l Ad Ed leaders)
Priority & strategy formulation (Advisory & Planning Committee)
Task forces on information retrieval systems
Task forces on model retrieval and model building for delivery systems
Task forces on specific subject matter and training program design, leader recruitment, evaluation of learning
Task forces on development of comprehensive, classified and annotated bibliographies
DURATION
15 Months
9/1/73
12/6
11/30/74
MAJOR RESOURCES:
Project Director
Asst. Project Director
General Conference
Advisory and Planning Committee
Faculty and leaders
Facilities
MAJOR FUNCTIONS:
Administrative Direction
Information Sharing
Policy and strategy formulation
Educational leadership
Support services and space

THE MARYLAND COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT

Administered by the Conferences and Institutes Division, University College, University of Maryland, College Park, Md.

Partially funded by: Program IMPACT, Maryland State Agency for Title I of the Higher Education Act of 1965

APPENDIX N

Sample Promotional Flyers for Programs of the
Maryland Community Service and Continuing Education Project

university of maryland
university college
conferences & institutes division
college park, maryland 20742

FIRST CLASS MAIL

257

MARYLAND PROJECT TO STRENGTHEN COMMUNITY SERVICES AND CONTINUING EDUCATION

CONFERENCE ON THE
CONTINUING EDUCATION UNIT

July 10, 1974

PROGRAM DESCRIPTION

This one day conference is the fourth in a series of professional in-service development programs presented through the Maryland Project to Strengthen Community Services and Continuing Education. The program has been especially designed for personnel in departments or divisions of continuing education and community services of higher education institutions in the State of Maryland. Its objectives are as follows:

1. To present an introduction to the concept of the Continuing Education Unit (C.E.U.)
2. To provide an opportunity for participants to clarify their understanding of and to ask questions about the C.E.U.
3. To explore possible applications of the C.E.U. to the community services and continuing education enterprise.
4. To consider some issues and problems related to the use of the C.E.U.

The limitations of time for this conference require that the purpose for the program be limited to a general review of the C.E.U. rather than a detailed study of its application. It is the hope of the conference planning committee that participants will gain sufficient understanding of the C.E.U. through this program to launch their own detailed study of its application within each participant's institution.

CONFERENCE LEADERSHIP

Keith E. Glancy is Director of the Division of Special Programs for the Evening College of The Johns Hopkins University in Baltimore, Maryland and formerly was the Associate Director of the Washington, D.C. office of the National University Extension Association. Dr. Glancy has been an active member of the National Task Force on the Continuing Education Unit (C.E.U.) since its origin in 1968, serving both as secretary and editor of the "Criteria and Guidelines for the C.E.U." which is currently being published.

RESOURCE PANEL

Paul Beckham, Dorector of Off-Campus Centers and Assistant Director of Summer Session, Community College of Baltimore;
Redding Black, Coordinator of Community Services, Annandale Campus, Northern Virginia Community College;
Edwin Crispin, Program Specialist, Division of Continuing Education, University of Delaware;
Chris Rojahn, Office of Continuing Education/ Community Services, Catonsville Community College; Panel Moderator.

Program IV

TENTATIVE CONFERENCE SCHEDULE

July 10, 1974

MORNING SCHEDULE

9:00 Registration and Coffee
9:30 Opening Session - Introduction & Greetings
Orientation to the day's program
DEFINITION AND CRITERIA OF THE CEU
Questions and Answers
10:30 Coffee and Informal Discussion
10:45 DEVELOPMENT AND GENERAL APPLICATIONS
Reactions from Resource Panel
Questions and Discussion
12:15 Lunch

AFTERNOON SCHEDULE

1:30 IMPLEMENTATION
Work Group Task Assignments
2:00 Work Groups
2:45 Refreshments and Continued Discussion
3:00 QUESTIONS AND ISSUES
Resource Panel responds to Work Groups
4:00 PROBLEMS AND PERSPECTIVES
Conference Evaluation
4:30 Conference Adjournment

LOCATION

Learning Resources Center, Catonsville Community College, 800 S. Rolling Road, Catonsville, Maryland

REGISTRATION FEE AND DEADLINE

$5.00 (including lunch, coffee breaks and materials.) Registrations should be received no later than July 3 to insure food service. For further information please phone (301) 454-5241 (Ms. Janet Davis) at the University of Maryland in College Park.

* * * * * * * * * * * * * * * * * * * *

FALL PROGRAMMING

During the fall you will be receiving further communications announcing a variety of other professional development opportunities sponsored through the Project. These activities have been categorized, for planning purposes, into the following categories:

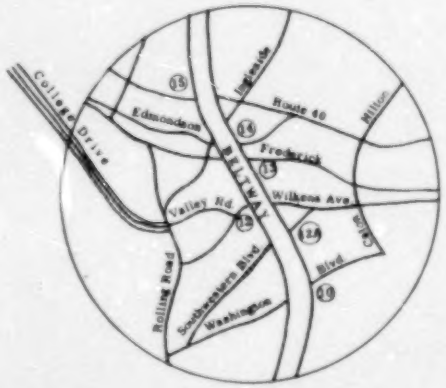
- Supervision
- Publicity and Promotion
- Program Development
- Instruction
- Philosphy Issues
- Inservice Staff Development

We look forward to your participation in the activities of this important Project and to your continued interest and input regarding ways in which the community services/continuing education enterprise in Maryland can be strengthened. Thank you for your support.

DIRECTIONS TO CATONSVILLE COMMUNITY COLLEGE

Catonsville Community College is located in southwestern Baltimore County at the intersection of Valley Road and South Rolling Road. From the Baltimore Beltway (Route 695) use Exit 12, West (Wilkins Ave.) to Valley Road which leads directly to the campus entrance on Rolling Road. From Interstate 95, take the Catonsville Exit, West to Rolling Road.

The entrance to Catonsville Community College at 800 S. Rolling Road is well marked and a visitor's map on College Drive will direct you to the Learning Resources Center and parking facilities.



PARKING

Parking is available in any "student parking" lot located on either side of the Learning Resources Center (Lots B & D). Check the visitor's map on College Dr. for exact location. Please leave a note in the front window of your car indicating that you are participating in the C.E.U. conference.

CAR POOLING

If you are interested in car pooling for the conference, please check the appropriate box on the registration form. We will send names, addresses and phone numbers of those who have registered up to one week prior to the conference. Car pooling is encouraged wherever possible.

* *

The Maryland Community Service and Continuing Education Project is partially funded by:
PROGRAM IMPACT
Maryland State Agency for
Title I of the Higher Education Act of 1965

REGISTRATION FORM

CONFERENCE ON THE CONTINUING EDUCATION UNIT (74-07-10B)

July 10, 1974

(To register more than one person, please photo copy this form)

NAME _____ TITLE _____

INSTITUTION _____ PHONE _____

ADDRESS _____ ZIP _____

☐ Enclosed is my check for $5.00 Registration Fee
☐☐ Enclosed is a P.O. #_____ for $_____ Registration Fee(s)
** Please make checks or purchase orders payable to University of Maryland **

If you wish the names and addresses of other participants for car pooling, please check: ☐

Those who register by July 3 will receive an "Interim Statement" brochure published by the National Task Force on the C.E.U. prior to the conference.

Return to: CONFERENCES AND INSTITUTES DIVISION, (74-07-10B), UNIVERSITY COLLEGE
UNIVERSITY OF MARYLAND, COLLEGE PARK, MARYLAND 20742

253

university of maryland
university college
conferences & institutes division
college park, maryland 20742

FIRST CLASS MAIL

259

MARYLAND PROJECT TO STRENGTHEN COMMUNITY SERVICES AND CONTINUING EDUCATION

PROMOTING AND
PUBLICIZING PROGRAMS
JUNE 25-26, 1974

PROGRAM DESCRIPTION

This special two-day workshop is the third in a series of professional in-service development programs presented through the Maryland Project to Strengthen Community Services & Continuing Education. The program has been especially designed for professional staff members in departments or divisions of continuing education and community services within institutions of higher education in the State of Maryland. Its purposes are as follows:

1. To examine and clarify the role of promotion and publicity in a community services and continuing education program.
2. To develop and discuss a comprehensive 5-point program promotion model.
3. To enable participants to "compare notes" on their promotional successes and failures.
4. To provide opportunity for participants to apply effective program promotion ideas to sample programs (case studies).

In depth discussions will focus on A) ways to determine the intrinsic viability of a program, B) how to find and reach a target audience, C) the budget building process, D) alternative methods of promotion (with emphasis on determining appropriate methods for specific programs, and E) evaluating promotional activities.

WORKSHOP LEADERSHIP

Janet W. Solinger is Director of the Resident Associate Program for the Smithsonian Institute in Washington, D.C. She assumed her present duties after serving as Director of Public Information, Special Events & Publications for New York University, School of Continuing Education. She holds memberships and leadership responsibilities with the Adult Education Assoc. of the U.S.A., the National University Extension Assoc., the American Assoc. of Museums, the National Trust for Historic Preservations and is listed in Who's Who in American Women. Ms. Solinger brings both training and solid practical experience, with a heavy measure of professional success to this important workshop.

* *

The Maryland Community Service and Continuing Education Project is partially funded by:

PROGRAM IMPACT

Maryland State Agency for
Title 1 of the Higher Education Act of 1965.

TENTATIVE WORKSHOP SCHEDULE

June 25, 1974 (Tuesday)

MORNING SESSION
- 9:00 Registration & Coffee
- 9:30 Promoting Your Program: An Overview; Program Viability; Target Audiences
- 12:00 Lunch & Small Group Problem Clinic I

AFTERNOON SESSION
- 1:00 Alternative Methods of Promotion & How to Use Them; The Budget Building Process
- 6:00 Dinner & Small Group Problem Clinic II

EVENING SESSION
- 7:30 Applying Effective Program Promotion Ideas to Sample Programs (Case Histories & Team Involvement)
- 9:30 Individual Conferences with Workshop Leader as Requested

June 26, 1974 (Wednesday)

MORNING SESSION
- 9:00 Team Building, Case History & Discussion With Comment & Critique by Workshop Leader
- 12:00 Lunch & Problem Clinic III

AFTERNOON SESSION
- 1:00 The Budget Process Cont.; Evaluating the Promotional Process
- 4:00 Questions & Summary
- 4:30 Adjournment

REGISTRATION FEE AND DEADLINE

$19.50 (including 2 lunches, 1 dinner, coffee break and all workshop materials). All registrations should be received no later than June 18 to insure food service. Please phone (301) 454-5241 (Ms. Janet Davis) to confirm your intention to participate.

LOCATION

University of Maryland, University College, Center of Adult Education, Corner of Univ. Blvd. & Adelphi Road, College Park, Maryland.

MATERIALS TO PREPARE AND BRING TO WORKSHOP

Each participant is requested to bring the following materials in order to facilitate the program process:

1. A descr of your current methods of promotio . publicity.
2. Samples of flyers, brochures, news articles, newsletters, etc.
3. Your total program budget with percents allocated to promotion & publicity.
4. Your most recent program enrollment figures.

* *

COMING EVENT

A program announcement and registration will be sent to you within the next 2 weeks regarding the following conference: CONFERENCE ON THE CONTINUING EDUCATION UNIT (C.E.U.): Date: July 10, 1974. Time: 9:00 a.m.-4:30 p.m. Location: Catonsville Community College. Chmn.: Dr. Keith Glancy, Evening Division, Johns Hopkins University.

LODGING ARRANGEMENTS

Lodging reservations may be made by writing directly to: Lodging Office (74-06-24B), Center of Adult Education, University College, University of Maryland, College Park, Maryland 20742 or dialing (301) 454-2325. Guest room rates are: $14 Single; $18 Twin ($9 per person per night, shared with another member of the conference.) Lodging reservations are accepted on a first come first served basis.

DIRECTIONS TO THE CENTER OF ADULT EDUCATION

The Center of Adult Education is located on the western edge of the College Park Campus at the intersection of Adelphi Road, University Boulevard (Md. Route 193), and Campus Drive. College Park and the eastern edge of the University Campus are on U.S. Route 1. Exit 27 South from the Capital Beltway (Interstate Route 495) provides easy access to U.S. Route 1 and University Boulevard.

Parking is available adjacent to the Center of Adult Education. There are entrances off Campus Drive and the eastbound lane of University Boulevard (Md. Route 193).

CAR POOLING

If you are interested in car pooling for the "Promoting and Publicizing Programs" Workshop please check the box on the registration form. We will send names, addresses and phone numbers of those who have registered up to one week prior to the Workshop. Car pooling is encouraged whenever possible.

REGISTRATION FORM

PROMOTING & PUBLICIZING PROGRAMS (74-06-24B)

June 25-26, 1974

(To register more than one person, please photo copy this form)

NAME_____ TITLE_____

INSTITUTION_____ PHONE_____

ADDRESS_____ ZIP_____

☐ Enclosed is a check for $19.50-Registration Fee ☐ Enclosed is a P.O.#_____ for $_____ Registration Fee(s)

Please make checks or purchase orders payable to UNIVERSITY OF MARYLAND

If you wish the names and addresses of other participants for car pooling, please check: ☐

The nature of your responsibility is: ☐ Direct (i.e. specialist) ☐ Supervisory ☐ Adjunct

The total number of staff who have responsibility in promoting programs in your school is _____.

Return to: CONFERENCES AND INSTITUTES DIVISION, (74-06-24B), UNIVERSITY OF MARYLAND, COLLEGE PARK, MARYLAND 20742